DOCUMENT RESUME

ED 244 060 CE 038 714

TITLE	Initial Training and Skill Remediation Materials for Performance-Based Assessment Technology at the Precommissioning Level. Research Product 82-07.
INSTITUTION	Development Dimensions International, Bridgeville, PA.
SPONS AGENCY	Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE	Jun 82
CONTRACT	MDA-903-79-C-0519
NOTE	123p.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Education; Audiovisual Aids; Influences; *Interpersonal Competence; Leadership; Leadership Qualities; *Leadership Training; Learning Modules; *Military Training; Officer Personnel; *Persuasive Discourse; *Remedial Instruction; Remedial Programs; Scripts; *Sensitivity Training; Skill Development; Workbooks
IDENTIFIERS	*Army

ABSTRACT

This research product contains the scripts and associated workbooks from two audiovisual training modules designed to remediate deficiencies on the Leadership Assessment Program leadership dimensions of sensitivity and influence. Intended to help cadets/officer candidates develop skills in these dimensions, the modules are designed around realistic scenarios of common leadership situations in the Army. Each scenario presents positive and negative models of behavior from the subject leadership dimension. After a presentation of desirable and undesirable behavior on the dimension, each module is structured to require an interaction between the student and a scenario unfolding in the narrative, which teaches a lesson about acceptable performance on the dimension. The workbooks are designed to guide the student through these interactive lessons. They provide informative introductory material, a note-taking section for the tape, skill practice activities, a summary, and personal development activities. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244060

CE

Research Product 82-07

INITIAL TRAINING AND SKILL REMEDIATION MATERIALS FOR PERFORMANCE-BASED ASSESSMENT TECHNOLOGY AT THE PRECOMMISSIONING LEVEL

LEADERSHIP AND MANAGEMENT TECHNICAL AREA

June 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE 038 714

U.S. ARMY RESEARCH INSTITUTE for the BEHAVIORAL and SOCIAL SCIENCES

U. S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

A Field Operating Agency under the Jurisdiction of the Deputy Chief of Staff for Personnel

JOSEPH ZEIDNER
Technical Director

L. NEALE COSBY
Colonel, IN
Commander

NOTICES

FINAL DISPOSITION: This Research Product may be destroyed when it is no longer needed. Please do not return it to the U.S. Army Research Institute for the Behavioral and Social Sciences.

NOTE: This Research Product is not to be construed as an official Department of the Army document in its present form.

BEST COPY AVAILABLE

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER Research Product 82-07	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Initial Training and Skill Remediation Materials for Performance-Based Assessment Technology at the Precommissioning Level		5. TYPE OF REPORT & PERIOD COVERED 6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Daniel E. Hupp		8. CONTRACT OR GRANT NUMBER(s) MDA 903-79-C-0519
9. PERFORMING ORGANIZATION NAME AND ADDRESS Development Dimensions International 1225 Washington Pike Bridgeville, PA 15017		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q263731A792
11. CONTROLLING OFFICE NAME AND ADDRESS US Army Research Institute for the Behavioral and Social Sciences 5001 Eisenhower Avenue, Alexandria, VA 22333		12. REPORT DATE June 1982 13. NUMBER OF PAGES 122
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office) --		15. SECURITY CLASS. (of this report) UNCLASSIFIED 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE --

16. DISTRIBUTION STATEMENT (of this Report)

Approved for public release; distribution unlimited

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

--

18. SUPPLEMENTARY NOTES

--

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

- Army ROTC
- Audiovisual lessons
- Developmental training
- Interpersonal skills
- Leadership skills
- Management skills
- Precommissioning program
- Training
- Training aid
- Skill remediation

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

One of the recommendations from the report A Review of Education and Training for Officers (RETO) was to develop a program of performance-based assessment to gauge the leadership potential of applicants to Army precommissioning programs. That program, the Leadership Assessment Program (LAP), has been developed and the means now exist to identify weaknesses in leadership skills of both applicants and cadets.

20. ABSTRACT (Cont.)

In order that the Army have available programs of remedial training for the 12 leadership dimensions of the LAP, the first two audiovisual modules for developmental training were produced. This research product contains the entire scripts and the associated workbooks for remedial training on the two leadership dimensions of Sensitivity and Influence.

FOREWORD

The five-volume document entitled Review of Education and Training for Officers (RETO) was produced in 1978 by an officer study group appointed by the Army Chief of Staff to examine and analyze the developmental training that officers receive throughout their careers. Several recommendations from the review were related to precommissioning selection and training. One result of the effort to develop instruments for the Army's precommissioning program was the Leadership Assessment Program (LAP), which is a performance-based component of the selection/training system and is composed of a series of job simulations designed to assess leadership potential.

The product contained in this report is an outgrowth of the LAP. It is a compilation of the scripts and the workbooks from two audiovisual developmental training modules designed to remediate deficiencies on the LAP leadership dimensions of Sensitivity and Influence. These modules were developed as the first of an eventual set of twelve, one for each of the leadership dimensions of the LAP. When complete, this set of audiovisual training lessons will provide remedial training in each dimension, for weaknesses identified by the LAP assessment process. These products are part of a continuing effort by the Army Research Institute to develop programs of leadership training for officers. Work was performed by personnel from the Leadership and Management Technical Area under Army Project 2Q263731A792, in response to special requirements of the US Army Training and Doctrine Command's Deputy Chief of Staff for ROTC.

Joseph Zeidner
JOSEPH ZEIDNER
Technical Director

INITIAL TRAINING AND SKILL REMEDIATION MATERIALS FOR PERFORMANCE-BASED
ASSESSMENT TECHNOLOGY AT THE PRECOMMISSIONING LEVEL

CONTENTS

Page

PREFACE 1

SCRIPT FOR THE LEADERSHIP DIMENSION IMPROVEMENT MODULE-
SENSITIVITY 2

WORKBOOK FOR THE LEADERSHIP DIMENSION IMPROVEMENT MODULE-
SENSITIVITY 40

SCRIPT FOR THE LEADERSHIP DIMENSION IMPROVEMENT MODULE-
INFLUENCE 54

WORKBOOK FOR THE LEADERSHIP DIMENSION IMPROVEMENT MODULE-
INFLUENCE 103

INITIAL TRAINING AND SKILL REMEDIATION MATERIALS FOR PERFORMANCE-BASED ASSESSMENT TECHNOLOGY AT THE PRECOMMISSIONING LEVEL

PREFACE

This research product is the result of a requirement to develop audiovisual training modules to help remediate deficiencies on leadership dimensions identified in cadets through the precommissioning Leadership Assessment Program. The modules were designed around realistic scenarios of common leadership situations in the Army. Each scenario presents positive and negative models of behavior from the subject leadership dimension. After a presentation of desirable and undesirable behavior on the dimension, each module is structured to require an interaction between the student and a scenario unfolding in the narrative, which teaches a lesson about acceptable performance on the dimension. Workbooks to guide the student through those interactive lessons were also developed for each module.

SCRIPT FOR THE
LEADERSHIP DIMENSION IMPROVEMENT MODULE--
SENSITIVITY

SENSITIVITY MODULE

	Visual	Audio
0	FOCUS	MUSIC
1	Dimension Improvement Module This module was developed for the U.S. Army as part of the Leadership Assessment Program (LAP). It is designed to help cadets/officer candidates develop skills in dimensions that were assessed as needing improvement. If you have not been assessed through the LAP, it is recommended that you be assessed before proceeding with this module.	MUSIC
2	Narrator holding workbook. (Captain)	This module covers the leadership dimension, sensitivity.
2a	Close-up of workbook.	This module will help you to acquire the interpersonal skills that will show others that you are sensitive to their needs, values, feelings, and abilities.
3	Narrator holding workbook.	Before proceeding with this tape, read Pages 1 and 2 of the workbook that is provided with this module. When you have finished, push the "proceed" button and the tape will continue.
4	Now read Page 1 & 2 of the workbook.	

5	LAP definition of Sensitivity	Now that you understand what we mean by the word "sensitivity," let's see how an officer handles a situation that requires sensitivity in two different ways.
6	Now the first example . . .	Now the first example . . .
7	A male solider, mid-twenties, sitting at desk in the back of the room -- on the telephone . . . sees lieutenant approaching.	Soldier: Yes, dear, I know. I'm worried, too. Look . . . (sees lieutenant approaching) uh, oh! I gotta run, honey.
8	Over the shoulder shot of lieutenant heading toward soldier . . . soldier rushes to complete call.	Soldier: I'll call you back at lunch. Let me know if she gets worse. Bye.
9	Lieutenant standing at soldier's desk . . . frowning.	Lieutenant: You've been on that phone quite a while. You know the orderly room phones are to be used only for official business.
9a	Soldier -- over the shoulder.	Soldier: Well uh, yes, sir. I know I shouldn't be using this phone, but that was my wife telling me about our daughter. She's sick, sir, and I'm worried about her.

10	Two shot -- reaction from soldier.	Lieutenant: I'm sorry, but that's not the proper phone. You should use the phone in the day room.
10a	Now the second example . . .	Now, the second example . . .
11	Same situation, same lieutenant. The lieutenant standing at soldier's desk.	Lieutenant: Would you step into my office for a minute?
11a	Private & Lt. entering Lt.'s office.	Background sounds.
12	Lieutenant's office, both seated in visitor chairs.	Lieutenant: I've noticed you on the orderly room phone a good bit this morning. Problem at home?
12a	Over the shoulder on soldier.	Soldier: Yes, sir, I know I shouldn't be using that phone, but my daughter's been sick, sir and I'm worried about her.
12b	Close-up of lieutenant.	Lieutenant: I'm sorry to hear that. It can be pretty scary when a baby gets sick. What's wrong with her?
12c	Close-up of soldier.	Soldier: We're not sure, but she's running a fever. She's our first, sir, and I guess that's why we're so worried. We might be overreacting a little.

12d	Close-up of lieutenant.	Lieutenant: Look, I've been there, too. I think you should keep in touch with your wife but you know it's important that the orderly room phones be clear for official use.
12e	Two shot -- over the shoulder of lieutenant.	Soldier: I know, sir, and I'll use the day room phone from now on.
		The officer handled that situation with sensitivity the second time. He explained that the phone had to be restricted to business use, but first took the time to listen to the soldier's problem. By doing so, he showed that he understood the soldier's concern for his daughter.
13	Key Points for Sensitivity.	Let's take a moment to review some key points about sensitivity and see how they were illustrated in the two examples you just heard.
14	• Action Skill • Know the People Around You • Open Communication • Sensitivity Is Not Sympathy	The key points for Sensitivity are: Action Skill Know the People Around You Open Communication and Sensitivity Is Not Sympathy
15	• ACTION SKILL	To be seen by others as sensitive, you must take actions that show that you understand or care about how they are thinking or feeling.
16	Lieutenant in "bad example," standing at soldier's desk.	In the first example, the lieutenant's action showed he was insensitive to the soldier's feelings. He corrected the soldier in front of others.

18	Both men entering office.	Lieutenant: You've been on that phone quite awhile. You know the orderly room phones are to be used only for official business.
18a	Good example: Lieutenant and soldier sitting in lieutenant's office in visitor chairs. (Narrator speaking)	In the second example, the officer took care not to publically embarrass the soldier by holding the discussion in the open office. He also displayed sensitivity by sitting next to the soldier, and not behind the desk. This made the conversation less formal and less threatening.
19	• "Action Skill" on it.	You display sensitivity whenever you show others you understand or care about their viewpoints, feelings, or problems. People judge our sensitivity based on what we say or do. Often our behavior tells others we don't care, as in the case of the lieutenant in the first example. Before taking action that may affect others, it is important to stop and ask yourself, "If I do this, how will it make that person feel?"
19a	First example. (Repeat.)	
19b	• Action Skill "If I do this, how will it make that person feel?"	
20	• KNOW THE PEOPLE AROUND YOU	We all want to feel important. You can show your people that they are important in your eyes by taking the time to learn about their personal lives. It's not a matter of being drawn deeply into their family experiences or problems. It is simply knowing little things, like the names of their children, where they live, or what they really enjoy doing.

21	Lieutenant and soldier sitting in the office in visitors' chairs.	When the lieutenant said . . . Lieutenant: I've noticed you on the orderly room phone a good bit this morning. Problem at home? . . . He showed he was concerned and was willing to listen to the soldier's problem.
22	• Know the People Around You.	By referring to the soldier's daughter as a "baby," the lieutenant also showed he knew something about the soldier's family. Talking with others on a personal level and remembering some important facts shows others that they are important to you.
23	• OPEN COMMUNICATION	Being sensitive is showing others that you understand both what they are saying and how they are feeling. This encourages two-way communication. When listening to others, occasionally say something that tells the person you understand their viewpoint or how they feel.
24	Two shot of lieutenant in "bad example," and soldier.	In the first example, the lieutenant didn't do this ... Soldier: Well uh, yes, sir. I know I shouldn't be using this phone, but that was my wife telling me about our daughter. She's sick, sir, and I'm worried about her.

24a	Lieutenant.	Lieutenant: I'm sorry, but that's not the proper phone. You should use the phone in the day room.
		In this example, the lieutenant's response told the soldier that he was more interested in enforcing the rule than showing concern for the soldier's daughter.
26	Close-up of lieutenant in "good example."	In the second example, the lieutenant was effective in showing that he understood the soldier's feelings . . .
		Lieutenant: It can be pretty scary when a baby gets sick.
27	· Open Communication	This response helped the soldier relax and encouraged him to talk more openly about his problem. The leader who shows understanding when listening to the other person's problem or opinion can get more cooperation and respect. Remember, showing you understand and care is not a sign of weakness.
28	· SENSITIVITY IN NOT SYMPATHY	Showing sensitivity doesn't mean you have to agree with the other person or feel the same way.
29	Two shot of lieutenant in the "good example," and the soldier.	The lieutenant in the second example was effective in showing he understood and cared about the soldier's problem, while still enforcing the rule . . .

		Lieutenant: Look, I've been there, too. I think you should keep in touch with your wife but you know it's important that the orderly room phones be clear for official use.
29a	Two shot.	Soldier: I know, sir, and I'll use the day room phone from now on.
30	· Sensitivity is Not Sympathy	That soldier willingly agreed to use the day room phone because the officer showed sensitivity, but remained firm about restricting the phone to official use. Getting a person to agree to do something is more effective than ordering them, as the lieutenant did in the first example.
31	Close-up of lieutenant in "bad example."	Lieutenant: I'm sorry, but that's not the proper phone. You should use the phone in the day room.
32	Split screen showing both examples.	The lieutenant was firm, but his lack of understanding and caring will probably cause problems in the future. Think about it. If you were that soldier, how would you like to be treated?
33	Critical Steps for Sensitivity · Complaints · Viewpoints · Problems · Feelings	Let's now take a look at the steps you can use if a situation requires sensitivity. Let's refer to these as "Critical Steps." They can be used whenever a person comes to you with a complaint or a problem. These steps

		will also help you in discussions when another person is trying to explain his/her viewpoint or feelings. The Critical Steps for sensitivity are:
34	Critical Steps for Sensitivity: 1. Listen and respond with empathy. 2. Ask for details and take notes. 3. Check for understanding. 4. Openly state your position. 5. If appropriate, indicate what action you will take and set a a follow-up date. 6. Indicate that you appreciate the person bringing the situation to your attention.	(Narrator reads steps . . .) 1. Listen and respond with empathy. 2. Ask for details and take notes. 3. Check for understanding. 4. Openly state your position. 5. If appropriate, indicate what action you will take and set a follow-up date. 6. Indicate that you appreciate the person bringing the situation to your attention.
35	Critical Step 1: Listen and Respond with Empathy.	Listen and respond with empathy. When another person is trying to explain a problem, viewpoint, or feeling, allow them to express themselves. Listening with empathy means showing the person that you understand what was said and how he or she feels.
35a	"You feel frustrated" "You're angry right now" "I can see how happy you are" "I know you're disappointed"	Empathetic statements usually contain a feeling label like, "You feel frustrated," "You're angry right now," "I can see how happy you are," or "I know you're disappointed."
35b	Dorm scene. Venting feelings. (Cartoon)	When your first response to another person shows you understand his or her feelings, that person will be more open with you and more willing to listen to your position.

35c	Dorm scene. Calming down. (Cartoon)	When you listen with empathy, you also help the person calm down by letting him or her vent feelings. This will be important when you want that person to cooperate in problem-solving.
36	Critical Step 2: Ask for Details and Take Notes.	Ask for details and take notes. In any discussion, it's important that you understand all the facts. If someone brings a complaint to you, you must be sure that you fully understand the problem before stating your position.
36a	Who? What? Where? When? How much? How often?	Ask questions, using words like: who, what, where, when, how much, how often. These words will keep your questions open and less threatening.
36b	Dorm scene. (Cartoon)	These questions help you pin down details and get a clearer understanding of the other person's viewpoint. Before you can solve the problem, you must fully understand what the problem is.
37	Critical Step 3: Check for Understanding.	Check for understanding. Problems may go unresolved or worsen because one person misinterprets what another has said. Therefore, it is important that you know exactly what has been said or agreed to.
37a	Dorm scene. Summarizing (Cartoon)	After gathering all pertinent information, summarize the conversation, even though you are confident you know the other person's position. Review each point as you understand it, as well as any action which you may be expected to take.

38	Critical Step 4: Openly State Your Position.	Openly state your position. It is important that you present your position based on the facts of the situation.
38a	Dorm scene. (Cartoon)	Do not attempt to embarrass or appear to threaten the other person. If you know he or she is wrong, clearly explain why, taking care not to lower the person's self-esteem or get into an argument.
38b	Dorm scene. (Cartoon)	During your discussion, the other person may complain about the behavior or performance of another. Although it is important to be as open as possible during these discussions, avoid criticism of the third party.
38c	Take time. (Graphic)	If for some reason you find you need more facts or are unsure of what position to take, postpone a decision. A decision based on weak data may be a poor one. There may be other facts to consider and you may need more time.
39	Critical Step 5: If Appropriate, Indicate What Action You Will Take and Set a Follow-up Date.	If appropriate, indicate what action you will take and set a follow-up date. If the person asks you to act or if you think an action is appropriate, clearly indicate what you will do and when.
39a	Dorm scene. (Cartoon)	If you cannot take the requested action, explain why. Attempt to negotiate a compromise which will satisfy both you and the other person.
		Once specific action has been agreed to, it's important to set a date and time for both of you to meet and review progress or discuss problems which may have developed.

40	Critical Step 6: Indicate that you appreciate the person bringing the situation to your attention.	Indicate that you appreciate the person bringing the situation to your attention.
40a	Opinions Feelings Viewpoints	It is important that you maintain open channels of communication with subordinates, peers, and superiors. To do this, you must show others that you are willing to consider their opinions, feelings, and viewpoints. When a person discusses a problem, files a complaint, or expresses an opinion, be sure to thank him or her for talking with you.
40b	Dorm scene. Expressing thanks. (Cartoon)	By saying, "Thanks for bringing this to my attention," or "I appreciate you taking the time to discuss this," you will encourage others to come to you with problems.
41	Close-up of Lieutenant.	We are now going to listen in on a conversation between Lieutenant Burch, a newly commissioned second lieutenant, and Private First Class, Joe Kiernan.
41b	Critical Steps for Sensitivity (list steps)	You will see the lieutenant use these Critical Steps in handling this situation.
42	Narrator (casual).	It is Friday morning on an army post in the southern part of the United States. Earlier that morning an inspection was conducted by Platoon Sergeant Burras.
42a	Close up of Private.	The scene opens as Private First Class Kiernan enters the lieutenant's office. Private Kiernan has been in Service 15 months and has a good record, although over the last six months he has had a few dress code and inspection violations.

43	Narrator holding workbook open showing note-taking section.	Open your workbook to Pages 3 and 4, as I have here. You will notice that the steps we just reviewed are listed on both of these pages. Take time to jot down some notes on these pages, during the upcoming discussion, whenever
43a	Narrator jotting notes.	you hear the lieutenant say something that would fit under one of the Critical Steps. The lieutenant will be following these steps in sequence and it should be possible for you to find dialogue to record under each of the steps. After the discussion is completed, we will review each of the steps and match the lieutenant's words with the appropriate Critical Step.
43b	Tight shot of "sample" phrases.	Don't worry about recording all of the dialogue. It may be helpful to concentrate on writing only short phrases that will remind you of what was actually said. Now the situation . . .
44	Medium-wide of private standing in doorway of lieutenant's office.	Private: Sir, could I talk to you a minute?
45	Medium-wide of lieutenant sitting at his desk.	Lieutenant: Sure, have a seat.
46	Close-up of private sitting, looking nervous.	

47 Close-up of lieutenant.

Lieutenant:

What's the problem, Private Kiernan?

48 Close-up of Private.

Private:

Well, sir, my parents are coming in and I was just put on special detail.

49 Two-shot, lieutenant and private.

Lieutenant:

What detail were you given?

Private:

Kitchen duty, Sir.

Lieutenant:

When *is* your detail?

Private:

All day tomorrow.

Lieutenant:

And your parents are coming in tomorrow?

Private:

Yes, and, sir, they're flying in from Idaho. They can only stay until Sunday morning.

50 Close-up of lieutenant.

Lieutenant:

I imagine you're pretty excited about them coming.

Private:

Yes, sir. I haven't seen them for eight months.

51 Two-shot, lieutenant and private.

Lieutenant:

Did you say you were just assigned duty today?

Private:

Yes, sir. Sergeant Burras told me I had kitchen detail all day tomorrow.

52 Close-up of lieutenant taking notes.

Lieutenant:

Did Sergeant Burras explain why he placed you on kitchen detail?

Private:

Yes, sir.

Lieutenant:

And why was that?

53 Two-shot, lieutenant and private.

Private:

My weapon was dirty, sir.

Lieutenant:

This isn't the first time your weapon has been dirty, is it?

Private:

No, sir.

Lieutenant:

How many times have you failed inspection for this?

Private:

Three that I can remember, sir.

54 Close-up of lieutenant.

Lieutenant:

Ok. Let me see if I've got this straight. You were assigned special kitchen detail tomorrow because your weapon failed inspection for the third time. You're upset because your parents are coming tomorrow and you're not going to be able to spend as much time with them, right?

55 Close-up of Private.

Private:

Yes, sir. I know I goofed. My weapon was dirty. But, sir, all I ask is you put me on detail some other time or something. Tomorrow would be my only full day with my mom and dad.

56 Over the shoulder at lieutenant.

Lieutenant:

I know this seems unfair to you. I also know your parents would certainly be disappointed if you were working tomorrow. As a matter of fact, it would probably be pretty embarrassing for you if they knew you were being punished.

Private:

Yes, sir, and I think that's why Sergeant Burras is doing this. I don't think it's right.

Lieutenant:

Have you talked with him about this?

Private:

He wouldn't listen to me. He just said he didn't want no back talk.

57 Close-up of lieutenant.

Lieutenant:

The way I see it, assigning the duty was fair because you failed inspection for the third time. But it's too bad that your parents have to suffer because of your mistake.

58 Two-shot, lieutenant and private.

Private:

Yes, sir.

Lieutenant:

What do you want me to do?

Private:

Well, sir, would you change my detail to another day?

Lieutenant:

Let me make something clear. That decision is up to Sergeant Burras. I don't want to tell him how to do his job.

Private:

Yes, sir.

Lieutenant:

However, I will do this. I'll talk to Sergeant Burras this morning. He'll get back to you by 1200 hours with an answer.

Private:

Ok, sir. Thank you, sir.

59 Close-up of lieutenant.

Lieutenant:

You don't need to thank me, Private Kiernan. You can be sure you'll still be given special detail, but I'm glad you felt you could come in and talk to me.

		Private: Yes, sir. (Narrator - voice over) Lieutenant Burch skillfully handled a situation that required sensitivity. Let's review the Critical Steps and your notes to see how well the lieutenant followed each step.
60	Critical Step 1: Listen and Respond with Empathy. Instruction: In your notes, circle the dialogue which indicates this step was followed.	Listen and respond with empathy. Circle in your notes the dialogue that shows the lieutenant was empathetic. Once you have done this, push the "proceed" button to start the tape. (Stop Tape)
61	Close up on lieutenant.	Lieutenant: I imagine you're pretty excited about them coming?
62	Two shot.	By reflecting his understanding of the soldier's feelings, Lieutenant Burch was able to keep Private Kiernan talking about his problem. Later on in the conversation as the lieutenant was checking for understanding, he also used empathy.
62a	Close-up of Lieutenant.	He said, "You're upset because your parents are coming tomorrow and you're not going to be able to spend as much time with them." Let's move to the next Critical Step.
63	Critical Step 2: Ask for Details and Take Notes. Instruction: In your notes, circle the dialogue which indicates this step was followed.	Ask for details and take notes. The lieutenant used effective questions in several places during this conversation. Let's look at some examples. First circle the examples you have noted in your workbook.

		(Stop Tape)
64	Two-shot, lieutenant and private.	Lieutenant: Did you say you were just assigned duty today?
64a	Close-up of lieutenant taking notes.	Lieutenant: How many times have you failed inspections for this?
64b	Over the shoulder on Lieutenant.	Lieutenant: When is your detail? What detail were you given? The lieutenant effectively gathered information about this problem situation. It was important for him to know that the private's detail had been assigned as a disciplinary action for a violation. It was also important that he have all the facts before taking a position. Now let's look at the next Critical Step.
66	Critical Step 3: Check for Understanding. Instruction: In your notes, circle the dialogue which indicates this step was followed.	Check for understanding. Circle in your notes the dialogue which shows that the lieutenant handled this step effectively. (Stop Tape)
67	Close-up of lieutenant.	Lieutenant: Ok. Let me see if I've got this straight. You were assigned special kitchen detail tomorrow because your weapon failed inspection for the third time. You're upset because your parents are coming tomorrow and you're not going to be able to spend as much time with them, right?

		Private: Yes, sir.
68	Two shot.	The lieutenant effectively checked for understanding by summarizing. He focused on all of the main points and reflected on the private's feelings of being upset. Now the next Critical Step . . .
69	Critical Step 4: Openly State Your Position. Instruction: In your notes, circle the dialogue which indicates this step was followed.	Openly state your position. Circle in your notes the dialogue that shows this step was followed. (Stop Tape)
70	Close-up of lieutenant.	Lieutenant: The way I see it, assigning the duty was fair because you failed inspection for the third time. But it's too bad that your parents have to suffer because of your mistake. With this statement the lieutenant showed support for Sgt. Burras. At the same time he showed concern for the soldier's parents. This clearly demonstrated sensitivity while remaining firm. Now the next Critical Step . . .
71	Critical Step 5: If Appropriate, Indicate What Action You Will Take and Set a Follow-up Date. Instruction: In your notes, circle the dialogue which indicates this step was followed.	If appropriate, indicate what action you will take and set a follow-up date. Circle in your notes the dialogue that shows this step was followed. (Stop Tape)

72	Two-shot, lieutenant and private.	Lieutenant: However, I will do this. I'll talk to Sergeant Burras this morning. He'll get back to you by 1200 hours with an answer.
73	Narrator.	The lieutenant was very clear about how he would handle the situation. He also clearly set a follow-up date by saying that Sergeant Burras would give the private an answer by 1200 hours. It is very important that the lieutenant left this particular action in the hands of Sergeant Burras. By doing so, the lieutenant was sensitive to the sergeant's position as a leader. Now the next Critical Step.
73a	Over the shoulder on Lieutenant.	
74	Critical Step 6: Indicate that you appreciate the person bringing the situation to your attention. Instruction: In your notes, circle the dialogue which indicates this step was followed.	Indicate that you appreciate the person bringing the situation to your attention. Circle in your notes the dialogue that shows this step was followed. (Stop Tape)
75	Two shot.	Lieutenant: You don't need to thank me, Private Kiernan. You can be sure you'll still be given special detail, but I'm glad you felt you could come in and talk to me. Private: Yes, sir.

76	Narrator.	In this case, the lieutenant firmly reminded the private that some discipline would still be carried out. But he did communicate sincerely that he was glad the private felt free to approach him about the problem. It strengthens the morale of the troops to know that officers are willing to listen. If soldiers feel they are being treated unfairly, they need to know that they can go to a superior who will at least listen to their complaints.
77	Two-shot, lieutenant and private.	Before we leave this situation, you may be wondering how the meeting went between Lieutenant Burch and Sergeant Burras.
77a	Close-up of lieutenant.	
77b	Two-shot, lieutenant and private.	
78	Medium close-up of seargeant showing anger.	At first, the sergeant was angry that Private Kiernan had gone to his superior. But the lieutenant explained why it was important for the troops to freely bring their problems and complaints to him.
79	Close-up of lieutenant.	The lieutenant used the same sensitivity toward Sergeant Burras as he did with Private Kiernan. He assured the sergeant that he supported the discipline and that he knew that the soldier deserved the kitchen detail.

80	Two-shot of lieutenant and sergeant, showing understanding and agreement.	It turned out that the sergeant didn't know that Private Kiernan's parents were visiting Saturday and leaving early Sunday morning.
81	Over the shoulder on Sergeant Burras	They agreed to postpone the kitchen detail until Sunday, after Private Kiernan's parents had left the post.
82	Showing Sergeant Burras leaving the office.	The meeting ended with both the lieutenant and the sergeant being satisfied with the solution. Sergeant Burras went to inform Private Kiernan of the decision.
83	SKILL PRACTICE.	We have listened to a lieutenant who effectively used sensitivity; now it's your turn. This is the situation: you are to assume the role of a newly commissioned second lieutenant. The situation will be very similar to the one handled by Lieutenant Burch. You will see a slide and hear some dialogue which you will respond to.
83a	Please turn to Page 5 of the workbook.	The options for your responses are printed on Pages 5, 6, 7, and 8 of your workbook. Please turn to Page 5 now, but do not begin reading until you receive further instructions. (Short time lapse)
84	Narrator (or map).	You are sitting in your office on an army post near the eastern coast of the United States. It is Friday afternoon. Earlier today you announced to the troops that, due to an operational

84a	Close-up of Pvt. Daly.	readiness exercise, all leaves and weekend passes were delayed until 1800 hours, Saturday. You realize this will cause some soldiers with leaves inconvenience because a few planned to fly back home. Your orders are to make no exceptions, no matter how much inconvenience this causes any one soldier. The leaves will start at 1800 hours on Saturday, and all soldiers will be permitted to take their full leaves as originally approved. Entering your office now is Pfc Marilyn Daly, who lives in Arizona and was given a ten-day leave to return home. You are sure that she is going to request an exception to the postponement.
85	Over the shoulder at Private Daly, standing in the doorway of the lieutenant's office.	Private: Sir, can I talk with you a minute? Lieutenant: All right, Private Daly. Have a seat.
86	Close-up of private sitting in chair.	Private: Sir, it's about the leave tomorrow. (short pause) Is there any way that I can keep my leave the way it was originally approved? You see, sir, my family has planned a big reunion for 1200 Sunday, in my honor, and if I don't leave the post before 1800 tomorrow, I won't be able to get back home until 1700 Sunday.
87	What would you say?	What would you say? On Page 5 circle your response under statement Number 1 and then push the "proceed" button to check your answer.

(Stop Tape)

88 Two-shot of private and lieutenant.

Lieutenant:

I can see that you're anxious to get back for this reunion and I can certainly understand why you would be. Let's talk about it.

89 Critical Step 1: Listen and Respond With Empathy.

Listen and respond with empathy. The correct response was letter D.

89a Two shot. (Repeat)

Before stating your opinion or deciding on solutions, it is important to show the other person that you understand the situation. Subordinates will be less likely to argue or become defensive if they know you understand how they feel. In this statement, the lieutenant showed that he understood that Pfc Daly was "anxious to get back for the reunion."

90 A.

Sorry, but I have specific orders not to make any exceptions. Are you sure there aren't any flights out later tomorrow or early Sunday to get you there?

The next best response would have been A. This is a good response because you are asking for more information. However, the first statement, "Sorry, but I have specific orders not to make any exceptions," does not show empathy and you may seem like you are blaming the problem on your superiors.

Now, let's continue . . . first the correct response again.

92 Two-shot of private and lieutenant.

Lieutenant:

I can see that you're anxious to get back for this reunion and I can certainly understand why you would be. Let's talk about it.

		Private: Yes, sir. I sure hope you can help me.
93	What would you say?	What would you say? Please circle your answer in response to statement Number 2. (Stop Tape)
94	Single shot of lieutenant.	**Lieutenant:** Well, I'm not sure, but let me get some more information about your problem. If you leave at 1800 tomorrow, why won't you be able to get back home in time for the reunion at 1200 Sunday?
95	Critical Step 2: Ask for Details and Take Notes.	Ask for details and take notes. If you chose C as the correct response, you're right.
95a	Lieutenant.	Before stating that no exceptions could be made, this lieutenant chose to find out more about the problem to see if a compromise could be arranged.
96	D. You mean to tell me that there are no flights leaving after 1900 Saturday that will get you to Phoenix by 1200 hours Sunday?	If you chose D, you chose the second best answer. The problem with D is that it can appear threatening. To start a statement with the words, "You mean to tell me," implies that the person may be lying or doesn't know what he or she is talking about. Let's continue -- first, the correct response again.

98	Single shot of lieutenant.	Lieutenant: Well, I'm not sure, but let me get some more information about your problem. If you leave at 1800 tomorrow, why won't you be able to get back home in time for the reunion at 1200 Sunday?
98a	Close-up of private.	Private: Well, sir, the last flight to Phoenix from Philadelphia leaves at 1930. The last bus from the post leaves at 1700. It takes 45 minutes to get to the airport from the post and I don't have enough money to take a cab.
99	What would you say?	What would you say? Circle your response in the workbook. (Stop Tape)
100	Two-shot of private and lieutenant.	Lieutenant: Ok, let's see if I've got the facts straight. You need to be back home by 1200 Sunday for a reunion that your family has put together specially for you. Last flight that will get you there leaves here at 1930 tomorrow night. The last bus leaves the post at 1700. So if you don't get off before 1800, you won't have transportation to the airport because you can't afford a cab. You want me to make an exception for you so that you can get off post by 1700 tomorrow.

101	Critical Step 3: Check for Understanding.	Check for understanding. The lieutenant effectively summarized Private Daly's problem. He was brief, but made sure he had all the facts straight. This summary also showed Private Daly that the lieutenant was listening carefully and that he was taking the problem seriously. If your choice was A, you're correct.
101a	Two shot (Repeat)	
102	C. Ok, you've got a reunion Sunday. You don't want to pay for a cab and you want me to make an exception of the leave policy for you. Right?	If you chose response C, you chose the second best answer. This is a very brief recap of the problem. It is too brief. Saying, "You don't want to pay for a cab," does not accurately summarize what was actually said. Private Daly actually said, "I can't afford a cab." Depending on your tone of voice, you could sound as though you were irritated and impatient. This would not show sensitivity. Let's continue . . . the correct response again was:
104	Two-shot of private and lieutenant.	Lieutenant: Ok, let me see if I got the facts straight. You need to be back home by 1200 Sunday for a reunion that your family has put together specially for you. Last flight that will get you there leaves here at 1930 tomorrow night. The last bus leaves the post at 1700. So if you don't get off before 1800, you won't have transportation to the airport because you can't afford a cab. You want me to make an exception for you so that you can get off post by 1700 tomorrow.

	Close-up of Private.	Private: Yes, sir, and if possible, I'd like to be able to catch an earlier flight. One leaves at 1300 tomorrow. It's a direct flight.
105	What would you say?	What would you say? Circle your response for statement Number 4. (Stop Tape)
106	Over the shoulder at lieutenant.	Lieutenant: Well, Private Daly, I'm not going to be able to let you take leave before 1800 tomorrow. I can't make an exception for you without allowing the others who have leave the same privilege. We all have to remain until completion of the exercise. But I would like to talk to you about some other ways to get you to Phoenix in time for your reunion.
107	Critical Step 4: Openly State Your Position.	Openly state your position. The correct response is B. Not only did this lieutenant state that the rule had to be enforced.
107a	Over the shoulder. (Repeat)	He also gave a very complete explanation of why it had to be enforced. This kept Private Daly from feeling that the lieutenant was being arbitrary in his decision.
108	D. I'm sorry, I can't make any exceptions. But, let's talk about some other ways to get you back to Phoenix in time for your reunion.	Response D is good, but not as good as B. Just saying, "I can't make any exceptions," offers no explanation. This can make the other person feel you are

		being arbitrary. By offering to talk about other ways to get back in time for the reunion, however, you are showing your sensitivity. Now the situation continues...
110	Over the shoulder at lieutenant.	Lieutenant: Well, Private Daly, I'm not going to be able to let you take leave before 1800 tomorrow. I can't make an exception for you without allowing the others who have leave the same privilege. We all have to remain until completion of the exercise. But I would like to talk to you about some other ways to get you to Phoenix in time for your reunion.
110a	Medium single of private.	Private I don't know how we can do that. I've checked all the flights out. There's nothing leaving later. On Sunday I can't catch a flight until 1130. That won't put me home until 2000 hours.
111	What would you say?	What would you say? Please complete statement Number 5 by circling the correct answer. (Stop Tape)
112	Over the shoulder at lieutenant.	Lieutenant: You mentioned that you can't afford a cab. I happen to know of several other people who are planning to catch flights tomorrow. Would you be interested in getting a cab with five or six others?

		The price for five of you in one cab would be only a couple of dollars more than a bus.
112a	Medium single of private.	**Private:** Yes, sir, but I have no idea who else would be going.
112b	Over the shoulder at lieutenant.	**Lieutenant:** Sergeant Brown has a list of names of people who have leaves to go home this weekend. We can go see him. He can give you a copy of those names and you can contact these people and see what you can get together. Why don't you check back with me at 1600 and let me know what you come up with. If you're still having a problem, I might have some more information for you about other people who need to get to the airport tomorrow evening.
113	Critical Step 5: If Appropriate, Indicate What Action You Will Take and Set a Follow-up Date.	If appropriate, indicate what action you will take and set a follow-up date. The correct response is D. In this case, the lieutenant thought of an alternative -- sharing a cab -- and asked the private to consider it.
113a	Over the shoulder (Repeat)	Because the lieutenant was sensitive to the private's problem -- not being able to afford a cab to catch her 1930 flight -- he was able to suggest this feasible alternative. The lieutenant also made it clear that he wanted to meet with Private Daly at 1600 to check her progress. This showed the private that he was truly concerned and willing to help her get home in time for the reunion.

114	C. I'll check around the post. Maybe I can find some others who are going to the airport and would let you ride with them.	C is the next best answer. You are offering an alternative that can work. However, it is not as good as D because there is no follow-up date and the lieutenant would be doing all the work. Getting to the airport is Private Daly's problem and she should take part in the solution. Now the situation continues with Private Daly's response.
115	Close-up of Private Daly.	Private: Yes, sir. And, thank you, sir!
116	What would you say?	What would you say? Please circle your response for statement number 6. (Stop Tape)
117	Close-up of lieutenant.	Lieutenant: That's ok, Private Daly. I know this was a big problem for you and I'm glad you came in to talk to me about it.
118	Critical Step 6: Indicate that you appreciate the person bringing the situation to your attention.	Indicate that you appreciate the person bringing the situation to your attention. The correct response is B. It is important that the private feels free to approach the lieutenant with any problems or concerns.
118a	Close-up of Lieutenant. (Repeat)	This response will encourage Private Daly to initiate future problem-solving discussions. The lieutenant also showed empathy by letting the private know he understood her problem.

		This officer took a step toward showing that he was interested in his soldiers as people. This type of sensitivity can result in high morale and loyalty among his troops.
119	A. That's ok. I want my people to bring problems to me. D. That's ok. Come in anytime.	Although both A and D encourage Private Daly to bring problems to the lieutenant, they don't indicate that the lieutenant is happy to address the problems. Therefore, responses A and D do not seem as sincere as response B.
120	Narrator with superimposed, "How do you do?"	How did you do? If you didn't pick all of the "right answers," don't be discouraged. This is your first try at following the Critical Steps for Sensitivity. It's going to take some practice to perfect these skills.
120a	Critical Steps for Sensitivity.	Let's briefly review the concepts and key points for sensitivity.
122	Narrator holding copy of workbook open to Page 9. Close-up.	First take some time to read the summary on Page 9. When you have finished reading, push the "proceed" button. (Stop Tape)
123	Key Points for Sensitivity • Action Skill • Know the People Around You • Open Communication • Sensitivity is not Sympathy	Keep these key points in mind as you practice being sensitive: Action skill; know the people around you; open communication; sensitivity is not sympathy.

124	Action Skill	Until these two start talking, they're not going to know how the other feels. The same is true about using sensitivity. Unless you show that you understand or care about the feelings of others, no one will know that you do. Showing sensitivity means taking the time to listen when a person has a problem and then making sure you understand. You can do this by using reflective and empathetic statements.
125	Pfc sitting at desk thinking, "Nothing's going right for me and no one cares or understands." Sergeant looking at Pfc thinking, "I wonder what's bugging him?"	
125a	Good example. (Repeat)	Sensitivity also means handling problems in a way that won't lower the self-esteem of another person. Remember how the officer at the beginning of this tape asked the soldier into his office to discuss the use of the phone? Keeping conversations private prevents embarrassment and protects self-esteem.
126	• Know the People Around You	As an officer, you will be responsible for many soldiers. They will all have different needs and problems.
127	Group of soldiers and an officer approaching	Each of them needs to feel important. They want you, as a leader, to support this need.
127a	Officer says, "Good morning, Sgt. Morgan, how's little Jimmy?"	You can do this by taking time to know each soldier. Learn their names as soon as possible.
127b	Soldier answers, "Fine, sir, thanks for asking."	Remember facts about their personal lives; try to learn what each person values and what their special concerns are; talk to them about the things they feel are important.

127c	Soldier thinking, "I only met him once and he still remembers my son's name." (Cartoon)	By taking the time to know your people as individuals, you will gain a reputation for being sensitive.
128	• Open Communication	Sensitivity means understanding how the other person sees a problem or situation. You may need to spend some time in that situation or at least take the time to listen to an explanation to show that you truly understand.
129	Scene -- shows tank crew and lieutenant helping put the track back on he tank. (Cartoon)	When discussing a problem or listening to a complaint, try to understand what the person is saying and feeling, and how he/she sees the situation. Sensitivity is also needed when you ask others to perform difficult tasks. The leader who can show understanding when assigning difficult tasks will usually get more cooperation and respect. Remember, showing you understand and care does not make you weak. It can strengthen your credibility as a leader.
130	• Sensitivity is not Sympathy	Sensitivity is not sympathy.
131	Two soldiers in enlisted men's club, one with arm around other -- both crying. One soldier says, "Oh God, I feel so terrible for you." (Cartoon)	Just because you understand the other person's feelings does not mean that you are experiencing these feelings. Having sensitivity does mean, however, that you will be able to handle interactions with people more effectively by taking their feelings and

		viewpoints into consideration. By doing so, you will become a better leader.
132	Narrator.	As you can see, sensitivity is an important quality in any effective leader. Your challenge now is to increase your ability to use sensitivity as you interact with others.
133	Narrator.	This module is only a beginning. You must now find ways to use sensitivity in your day-to-day dealings with others.
134	Critical Steps 1. Listen and respond with empathy. 2. Ask for details and take notes. 3. Check for understanding. 4. Openly state your position. 5. If appropriate, indicate what action you will take and set a follow-up date. 6. Indicate that you appreciate the person bringing the situation to your attention.	You can begin to develop your sensitivity by following these Critical Steps whenever you interact with friends, relatives, or work associates. The Critical Steps for Sensiity are: 1. Listen and respond with empathy. 2. Ask for details and take notes. 3. Check for understanding. 4. Openly state your position. 5. If appropriate, indicate what action you will take and set a follow-up date. 6. Indicate that you appreciate the person bringing the situation to your attention.
135	Shot of last pages of workbook -- Heading: Personal Development Activities.	The last pages of your workbook provide suggestions for activities, readings, classes, and exercises that will help you develop your sensitivity. After looking them over, cut out the Critical Step card that is provided on the last page. Carry this card with you. It will be useful as you practice sensitivity.
135a	Close-up of Critical Step	

136	SENSITIVITY RESPECT + COOPERATION	Remember if you show sensitivity, you can gain respect and cooperation.
137	Final Seal	MUSIC
138	Please push both rewind buttons	You have completed the Dimension Improvement Module - Sensitivity. Please push both rewind buttons.

WORKBOOK FOR THE

LEADERSHIP DIMENSION IMPROVEMENT MODULE--

SENSITIVITY

Dimension Improvement Module #1

Sensitivity:
A Leader's Key to Respect

Leadership Assessment Program

United States Army
Precommissioning Assessment System

INSTRUCTION: To complete this module, you will need a pencil, one copy of this workbook, and the Tech Tape titled "Sensitivity" (Dimension Improvement Module #1). To proceed with this program, insert the tape and await instructions from the narrator.

SENSITIVITY: A LEADER'S KEY TO RESPECT

SENSITIVITY: Actions that indicate a consideration for the feelings and needs of others.

In your everyday duties as an officer, you will interact in a variety of situations with NCO's and other personnel in your unit. You will hear complaints, take disciplinary action, discuss performance problems, and attempt to resolve conflicts among subordinates and peers. All of these *interactions will require sensitivity*.

Sensitivity means showing people that you value them as individuals. When a person comes to you angry or with a problem, he/she wants you to hear them out. Show that you understand by letting the person speak his/her mind and by asking questions to get more details about the problem or situation. You further demonstrate sensitivity and *establish an open line of communications* when you thank the person for coming to you with the problem. Your use of sensitivity when dealing with subordinates can only strengthen your authority. You will *earn the respect of your unit* by attempting to resolve all problems fairly and to the satisfaction of everyone involved.

Skillful use of sensitivity when dealing with peers or subordinates will help you to *become a valuable team member*. By taking time to listen to and understand their viewpoints, *you will receive more cooperation* when you present your ideas. Being sensitive does not mean "backing down" from your viewpoints. It does mean that you will *avoid rejecting the ideas of others* and work toward an agreement that is satisfactory to all concerned. To show your sensitivity, you need only to *listen to and consider* the opinions of others when taking action as a leader or team member.

Show your sensitivity. People are not aware that you are sensitive to their feelings unless you *do or say something that shows you understand* how

(Use this space to take notes

OFFICERS NEED SENSITIVITY

SENSITIVITY STRENGTHENS AUTHORITY

BEING SENSITIVE DOES NOT MEAN "BACKING DOWN"

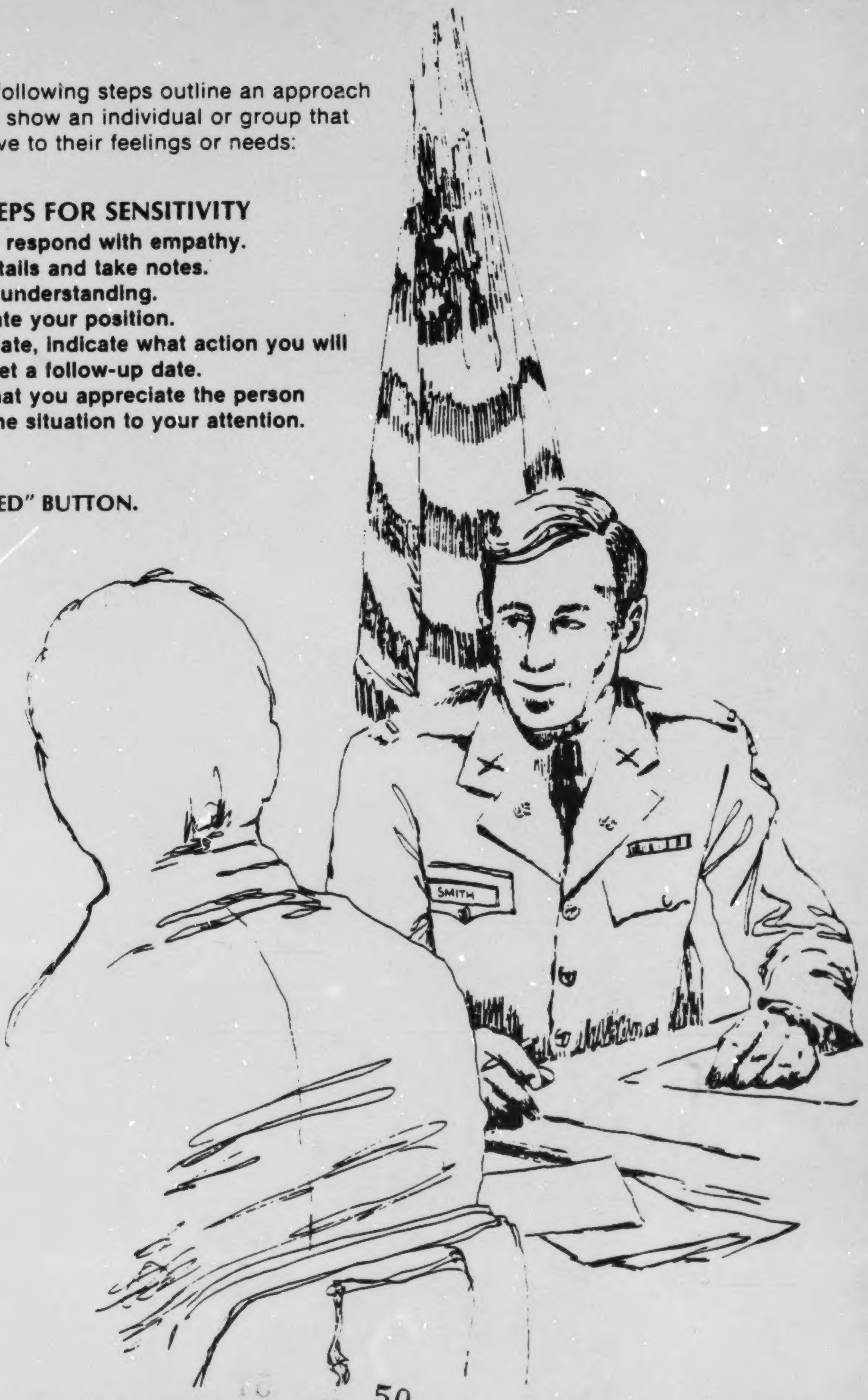
SHOW YOUR SENSITIVITY

they feel. The following steps outline an approach you can use to show an individual or group that you are sensitive to their feelings or needs:

CRITICAL STEPS FOR SENSITIVITY

1. **Listen and respond with empathy.**
2. **Ask for details and take notes.**
3. **Check for understanding.**
4. **Openly state your position.**
5. **If appropriate, indicate what action you will take and set a follow-up date.**
6. **Indicate that you appreciate the person bringing the situation to your attention.**

PUSH "PROCEED" BUTTON.



1. Listen and respond with empathy.

2. Ask for details and take notes.

3. Check for understanding.

4. Openly state your position.

5. If appropriate, indicate what action you will take and set a follow-up date.

6. Indicate that you appreciate the person bringing the situation to your attention.

SENSITIVITY SKILL PRACTICE

BACKGROUND INFORMATION ABOUT THE SKILL PRACTICE

You are a second lieutenant stationed on an Army post near the eastern coast of the United States. It is Friday afternoon, and you are working in your office. Earlier in the day, you announced to your unit that, because of an operational readiness exercise, all leaves and weekend passes were being postponed until 1800 hours, Saturday.

You realize this will cause an inconvenience for some soldiers with leaves, because a few of them had planned to fly home. However, you received orders that there will be no exceptions, no matter how much inconvenience the postponement order causes any one soldier. When the leaves start at 1800 hours Saturday, all soldiers will be permitted to take their full leaves as originally approved.

Private Marilyn Daly is now entering your office. She lives in Arizona, and has been given a 10-day leave to return home. You are sure that Pvt. Daly is going to request an exception to the order to postpone leaves.

The statements listed below are excerpts from the tape. This exercise will be more realistic and interesting if you do not read the statement for each step until after you've heard it on the tape.

Circle the correct response for each situation, as instructed by the narrator.

Statement 1: *Sir, it's about the leave tomorrow. Is there any way that I can keep my leave the way it was originally approved? You see, sir, my family has planned a big reunion in my honor for 1200 Sunday, and if I don't leave the post before 1800 tomorrow, I won't be able to get back home until 1700 Sunday.*

Critical Step 1: Listen and respond with empathy.

Response:

A. Sorry, but I have specific orders not to make any exceptions. Are you sure there aren't any flights out later tomorrow or early Sunday to get you there?

B. That's terrible. I wish I could do something for you, but I just can't make any exceptions.

C. You're the fifth person in here this morning. We're all in the same boat, but we all have to be here for the duration of this exercise.

D. I can see that you're anxious to get back for this reunion and I can certainly understand why you would be. Let's talk about it.

Statement 2: *Yes sir. I sure hope you can help me.*

Critical Step 2: Ask for details and take notes.

Response:

A. What do you expect me to do?

B. Do you really expect me to approve your leave and not everybody else's?

C. Well, I'm not sure, but let me get some more information about your problem. If you leave the post at 1800 tomorrow, why won't you be able to get back home in time for the reunion at 1200 Sunday?

D. You mean to tell me that there are no flights leaving after 1900 Saturday that will get you to Phoenix by 1200 hours Sunday?

Statement 3: *Well, sir, the last flight to Phoenix from Philadelphia leaves at 1930. The last bus from the post leaves at 1700. It takes 45 minutes to get to the airport from the post and I don't have enough money to take a cab.*

Critical Step 3: Check for understanding.

Response:

A. OK, let me see if I've got the facts straight. You need to be back home by 1200 Sunday for a reunion that your family has put together specially for you. Last flight that will get you there leaves here at 1930 tomorrow night. The last bus leaves the post at 1700. So if you don't get off before 1800, you won't have transportation to the airport because you can't afford a cab. You want me to make an exception for you so that you can get off the post by 1700 tomorrow.

B. Look, I know a cab is expensive, but it seems to me if you really want to get there bad enough, you should come up with the money.

C. OK, you've got a reunion Sunday. You don't want to pay for a cab and you want me to make an exception of the leave policy for you. Right?

D. I understand your problem, but I can't make any exceptions.

SENSITIVITY SKILL PRACTICE

Statement 4: *Yes sir, and if possible, I'd like to be able to catch an earlier flight. There's one that leaves at 1300 tomorrow. It's a direct flight.*

Critical Step 4: Openly state your position.

Response:

A. No way, Private Daly. I'm under orders that there will be no exceptions.

B. Well, Private Daly, I'm not going to be able to let you take leave before 1800 tomorrow. I can't make an exception for you without allowing others who have leave the same privilege. We all have to remain until completion of the exercise. But I would like to talk about some other ways to get you to Phoenix in time for your reunion.

C. My hands are tied. They won't let me make any exceptions to this leave policy. You'll just have to check around and find some way out to the airport after 1800 hours. Maybe there are some others who'll share a cab with you.

D. I'm sorry. I can't make any exceptions. But, let's talk about some other ways to get you back to Phoenix in time for your reunion.

Statement 5: *I don't know how we can do that. I've checked all the flights out. There's nothing leaving later. On Sunday I can't catch a flight until 1130. That won't put me home until 2000 hours.*

Critical Step 5: If appropriate, indicate what action you will take and set a follow-up date.

Response:

A. Maybe you could borrow some money for a cab.

B. Why don't you call your parents. Maybe they can postpone the reunion until next weekend.

C. I'll check around the post. Maybe I can find some others who are going to the airport and would let you ride with them.

D. You mentioned that you can't afford a cab. I happen to know of several other people who are planning to catch flights tomorrow. Would you be interested in getting a cab with five or six others? The price for five of you in one cab would be only a couple dollars more than a bus.

Statement 6: *Yes, sir. And thank you sir!*

Critical Step 6: Indicate that you appreciate the person bringing the situation to your attention.

Response:

A. That's OK. I want my people to bring problems to me.

B. That's OK, Private Daly. I know this was a big problem for you and I'm glad you came in to talk to me about it.

C. Well, I'm busy, but I didn't mind this time.

D. That's OK. Come in anytime.

SUMMARY

Sensitivity is taking appropriate *action that shows others you understand* and care about their feelings, needs, values and abilities.

Skillful use of sensitivity is important for you, as a leader. By demonstrating your sensitivity to others, *you create a more open climate* in which the people around you communicate more freely about problems and concerns. In this way, you will be better informed and, therefore, a better leader.

Sensitivity requires good listening skills. Even when you don't agree with a person's ideas or opinions, you need to keep an open mind by listening to and understanding his/her side of the situation. By respecting people in this way, *you will earn respect and cooperation in return.*

You can also show sensitivity by *taking time to know the people around you.* Learning and remembering their names and the names of their immediate family members shows you are interested in and concerned for their personal feelings and experiences. This does not mean that you should become a counselor. It only means showing you care about the things that are truly important to those around you.

Sensitivity requires action on your part. People know you are sensitive to their feelings, values, needs, and abilities, when you do or say something that demonstrates sensitivity. The steps listed below can help you demonstrate sensitivity in your interactions with others.

(Use this space to take notes.)

SHOW THAT YOU CARE

LEADER NEEDS TO BE SENSITIVE

SENSITIVITY EARNS RESPECT AND COOPERATION

KNOW THE PEOPLE AROUND YOU

SENSITIVITY AS AN ACTION

CRITICAL STEPS FOR SENSITIVITY

1. **Listen and respond with empathy.**
2. **Ask for details and take notes.**
3. **Check for understanding.**
4. **Openly state your position.**
5. **If appropriate, indicate what action you will take and set a follow-up date.**
6. **Indicate that you appreciate the person bringing the situation to your attention.**

PUSH "PROCEED" BUTTON.

LAWSON

PERSONAL DEVELOPMENT ACTIVITIES

I. **KNOWLEDGE ACQUISITION:** You can learn to increase your sensitivity awareness, as well as your ability to communicate with people. There are books available and courses which are designed to help you in both of these areas. Here are some suggestions:

READING MATERIALS

1. **How to Get Along With Almost Everybody**, Elton J. Reeves, AMACOM, 1973. An easy-reading book that combines the principles of psychology, the special problems that accompany management of people, and practical suggestions for dealing with these problems. The book clearly demonstrates that it is the manager's sensitivity to the members of his/her organization that determines the effectiveness of each individual and of the group as a whole. Sections dealing specifically with sensitivity include: "Now You Are Boss," "How Well Do You Know Your People?" "How Not to Become a 'Heavy,'" "Trust and Confidence," and "The Manager: Nerve Center of Interpersonal Relationships."

2. **Communicating for Results**, Thomas E. Anastasi, Jr. Cummings Publishing Company, Inc., 1972. This book helps students express themselves clearly, concisely, and directly. The author defines communication as interaction between sender and receiver, and successful communication depends largely on the receiver's response. Chapters 1, 2, 3, 8, and 11 are particularly recommended as follow-up to the study of sensitivity

3. **Military Leadership FM 22-100**, Headquarters, Department of the Army, June 1973. A field manual designed to provide the military leader with a basic reference for the study of individual and group behavior. A condensation of materials developed through military and civilian efforts, this manual details the latest theories on the relationship between human behavior and good leadership as it applies to the military. The following chapters of the manual tie in especially well with sensitivity: "Values & Attitudes," "Human Needs," "Motivation," "Stress," "Counseling," "Communications," and "Race Relations."

4. **Leadership Counseling FM 22-101**, Headquarters, Department of the Army, June 1974. A follow-up to FM 22-100, this manual explains the importance of counseling in effective leadership. Three different counseling approaches are discussed, and tips on basic counseling skills and procedures are given. Chapter 15 provides a checklist which can be used in conjunction with the Critical Steps for Sensitivity when dealing with peers or subordinates.

COLLEGE COURSES

Many undergraduate courses currently available will help develop your sensitivity skills. Since the course titles will vary from school to school, consult an advisor or your school catalog for specific titles. Business courses, such as Principles of Management, Management Communication, and Administration and Human Behavior are examples of the kinds of courses to look for. The school's Psychology Department will offer a variety of courses in behavior and counseling. In the Department of Fine Arts, look for courses offering communications skills.

II. POSITIVE ROLE MODELS: Look for officers/instructors who are sensitive in dealing with others. Observe their actions carefully and try to evaluate them. Officers should set a good example by being in good physical condition, having a good appearance, and being tough, but fair in dealing with others.

III. SKILL PRACTICE: There are many activities, both on and off campus, which offer you the opportunity to develop your skill in being sensitive to others. For example:

- Join a "helping" organization, such as the Red Cross or volunteer fire department.
- Become a residence hall counselor, "Big Sister" or "Big Brother."
- Participate in a *team* sport.

Sensitivity must be acquired. Although the examples you saw in the program were mostly military situations, you will find instances nearly every day which call for you to be sensitive in dealing with others. The next time this happens to you, consciously follow the Critical Steps for Sensitivity.

If possible, ask a friend to give you feedback on the exchange. You'll probably find that the more you use these steps, the easier it will be for you to be sensitive in handling all situations. At first, you'll have to look for opportunities to practice. Look for everyday situations like these:

- A friend is having trouble finding a job. He thinks he must be doing something wrong when he applies, because he has good qualifications and excellent references. He asks your advice.
- Your younger sister tearfully calls to tell you she doesn't want to go to college. Your parents are upset and have threatened to "throw her out." She wants your help.
- You notice *any* friend, relative, or acquaintance is having a problem and want to help. Approach the person, tell him/her you've noticed the problem, and offer to help. Some people may say no, but most will appreciate the offer and you can then proceed with the Critical Steps.

(This section can be cut out and laminated so that you can carry these steps with you.)

CRITICAL STEPS FOR SENSITIVITY

1. **Listen and respond with empathy.**
2. **Ask for details and take notes.**
3. **Check for understanding.**
4. **Openly state your position.**
5. **If appropriate, indicate what action you will take and set a follow-up date.**
6. **Indicate that you appreciate the person bringing the situation to your attention.**

SCRIPT FOR THE
LEADERSHIP DIMENSION IMPROVEMENT MODULE--
INFLUENCE

INFLUENCE MODULE

	Visual	Audio
	FOCUS	MUSIC.
1	Dimension Improvement Module This module was developed for the U. S. Army as part of the Leadership Assessment Program (LAP). It is designed to help cadets/officer candidates develop skills in dimensions that were assessed as "needing improvement." If you have not been assessed through the LAP, it is recommended you be assessed before proceeding with this module.	MUSIC.
2	Narrator holding workbook.	This module covers the leadership dimension, Influence. This module will strenthen your ability to influence the actions and decisions of subordinates, peers, and superiors.
3	Close-up of Workbook.	Before proceeding, read the first two pages of the workbook that is provided with this module. When you have finished reading, push the "proceed" button and the tape will continue. (Stop Tape)

4	Key Points for Influence • Influence Requires Power • Influence Can Be Developed	Now that you understand what we mean by the word "Influence," let's discuss the key points of this dimension: Influence requires power; and Influence can be developed.
5	• Influence Requires Power	Let's begin with "Influence requires power." To be influential, others must see you as having the power to reward or punish their self interests. This need not be taken in the negative sense.
6	Person with a whip - several people pulling a heavy object. (Cartoon)	Being influential does not mean that you must have the power to physically punish someone.
7	Father and Son. (Cartoon)	To be influential, you must be able to show others that it will be to their advantage to perform some task for you.
8	Father and Son. (Cartoon)	By doing so, they will either fulfill a need or avoid punishment. Although"Influence" may sound like another way to say "Manipulation," we must examine it in the context of two separate sources of authority to really understand its dynamics.

9	Position Authority (picture of presidential seal)	The first source is position authority. This symbol, the presidential seal, indicates power. The President of the United States is an influential figure throughout the world. In the military, the President is the Commander-in-Chief. Most military personnel are influenced by decisions and directives that come from the President's office. A person such as the President can influence subordinates by exercising authority that is clearly defined by the position.
10	POSITION AUTHORITY ↓ GRANTED NOT LEARNED	This use of influence through position authority is granted, not learned.
11	Position Authority or Personal Authority	In this module we will not spend much time looking at position authority. It is important, however, for you to know when to use the authority of your position. Let's look at two situations in which officers use position authority to influence others. The first is a legitimate exercise of position authority.
12	Wide shot of firing range. Several soldiers lying on ground, weapons aimed at targets . . . 100 yards off.	BACKGROUND SOUND-RAPID FIRING. Tower: Cease Fire.

13	Tower in background - firing range in foreground - instructions coming from Tower.	Tower: Clear your weapons.
14	Soldier in the middle of the firing line rising from prone position.	BACKGROUND SOUND - WEAPONS STILL BEING CLEARED.
15	Lieutenant in foreground and shot of solider standing in background.	Lieutenant: Get down, Private Jorgenson!
16	Lieutenant standing over offending soldier.	Lieutenant: You don't stand up on this range until you're told to do so from the tower.
17	Shot of classroom, students listening attentively to instructor. All in military fatigues . . .	The second situation is a typical classroom scene. This is an example of inappropriate use of position authority.
18	Same classroom scene. Instructor pointing to diagram on blackboard.	Instructor: Now, this particular maneuver is crucial when entering an area that is not known to be occupied by enemy forces.
19	Same classroom scene. One student appearing to ask a question of the instructor.	Student: Sir, I have a question . . .

20	Instructor looking stern, annoyed.	Instructor: I told you to hold all questions until the end of class.
21	Position Authority	The first example was an effective use of position authority.
22	Wide shot of firing range. Several soldiers lying on ground, weapons aimed at targets . . . 100 yards off. (Repeat)	On a firing range, discipline and obedience are absolutely essential; the lives of all the soldiers on that range are at stake. Anyone violating a rule can endanger the lives of many, including him/herself.
23	Soldier in the middle of the firing line rising from prone position. (Repeat)	When the soldier stood up before the order to stand was given, he was running the risk of being injured or even killed while someone cleared their weapon. In ordering the soldier to get down and not move until instructed, the officer in this example was taking appropriate action in a potentially dangerous situation.
24	Instructor looking stern, annoyed. (Repeat)	In the second situation, the instructor used position authority inappropriately when he said, "I told you to hold all questions." He made the student feel foolish and probably reduced the chance of that student or others asking questions in the future. Since asking questions is an

important part of any learning process, the instructor's response probably will inhibit students' future learning in this classroom. This instructor would have been more effective if he had explained at the start of the class why he wanted no interruptions.

25 Combat situation.

(Cartoon)

Use of position authority to influence others is appropriate when there is no time for explanations, or when you don't want subordinates to think for themselves.

26 Personal Authority

There are times, however, when you do not have position authority over the other person, or when independent action and personal commitment are important to the completion of a task. At these times, personal authority is a more appropriate source of influence.

27 NCO surrounded by Captains and Lieutenants; in the foreground are two privates, one talking to the other. "When they want to know what really is going on here, they go to Sergeant Duffy.

(Cartoon)

You are seeing an example of personal authority. As you can see, you don't need a high rank or impressive title to be influential. Because of his years of experience and wealth of knowledge in a specialized field, the sergeant in this picture is influencing the behavior of officers. These officers hold his ideas in high regard. The sergeant has "personal authority."

28	Personal Authority	You earn personal authority from your peers, subordinates, and superiors. It is based on your
29	Reputation	reputation
30	Technical Competency	technical competency,
31	Resources	and the resources you have to offer.
		Let's look at these components of personal authority . . . First,
32	• Reputation	Reputation. What people have heard about you and believe to be true determines, to a large degree, how much you will be able to influence them. First encounters are most important.
33	Group of soliders with staff sergeant pointing to a modern tank. One soldier saying, "I understand he knows more about this baby than anyone in this division." (Cartoon)	If your reputation is good, you will be influential in your early encounters with others. If not, others may resist your attempts to influence them.
34	• Technical Competency	Technical Competency. When you are knowledgeable or skilled in a particular area and it comes across to others, you can be influential. A person who demonstrates skills thoroughly and effectively to others will be more influential in those areas of expertise.

35 Sketch of Albert Einstein

(Cartoon)

For instance, a lecture on nuclear physics by Albert Einstein would have been well attended and respected. While a seminar by the same man on "Proper Grooming for Public Figures" might be laughable.

36 Officer speaking to peer -- saying, "I can't give you an answer on that - I will check with the commander and get back to you.

(Cartoon)

You can also influence others when you have access to information they may need. By being able to provide answers or appropriate assistance, you will be in a position to influence the behavior and decisions of others.

37
- Resources

A person's influence can also be increased when that person controls limited resources.

38 Banker surrounded by money bags.

(Cartoon)

A wealthy person can influence others to follow his or her lead simply by buying or paying for their services or support. When a person controls other types of resources such as training, food, workers, or transportation, he/she can influence those who need these resources.

39
- Influence can be developed

Your ability to influence and your authority as an individual can be developed. You already have position and personal authority. Your ability to influence others depends on how you exercise these two types of authority. The effectiveness of your approach depends on how well you develop the following skills:

40 1. Defining your Purpose or Goal.
41 2. Use of Key Interpersonal Skills:

42 - Maintain or enhance self-esteem.

43 - Listen and respond with empathy.
44 - Solicit ideas.

1. Defining your purpose or goal.

2. Use of Key Interpersonal skills:
   - Maintain or enhance self-esteem.
   - Listen and respond with empathy.
   - Solicit ideas.

Building these skills can help you be influential in most situations.

Let's look at each of these skills more closely.

45 1. Defining your Purpose or Goal.

Until you are sure about what you're trying to get others to accomplish, you will not be able to guide them. You must be able to state your goal in verifiable or measurable terms.

46
How Quickly. . .?
How Many . . .?
How Long . . .?
Minimum Requirements . . .?

How quickly does the task need to be done? How many people are needed? How long will it take? What are the minimum requirements or standards of performance for this task? You need to know what you want others to do before you can get them to do it. Having a clear idea of the minimum requirements will also help you negotiate and compromise, when necessary,

47 Confidence Gains Support

to get the support of others. When you are clear about what others need to accomplish, you will be seen as confident. It will then be easier for you to gain the support of others.

48 2. Use of Key Interpersonal Skills:

- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Solicit ideas.

Skillful use of these key interpersonal skills will help you develop influence.

49 • Maintain or enhance self-esteem.

Self-esteem is belief or pride in oneself, self-respect, and self-image.

50 NCO (E-7) talking to sergeant (E-6). Platoon sergeant saying, "Sergeant Myers, I really appreciate what you did. Your experience and knowledge are very helpful around here." Soldier thinking, "Man, that's nice to hear."

(Cartoon)

This squad leader's self-esteem was enhanced by the platoon sergeant.

51 Officer berating soldier.

(Cartoon)

However, a person who is embarrassed or put down by another suffers a lowering of self-esteem. When a person's self-esteem is lowered by a credible person, such as an immediate superior, he or she becomes defensive. Any subsequent discussions will probably be unproductive.

52 Officer praising soldier and asking for help.

(Cartoon)

A superior can enhance the self-esteem of subordinates by treating them with respect and consideration. A subordinate will more likely be open and cooperative, and any discussion will be more productive.

53	· Listen and respond with empathy.	Everyone needs to be heard. Listening with empathy is the skill of understanding what a person is saying and identifying his/her feelings at the time.
54	Person with overflowing desk, saying, "Seems I can't get anything done lately." Officer, nearby responds, "I know, it can be frustrating when you work so hard and don't seem to get anywhere." (Cartoon)	Responding with empathy is the skill of showing the other person that you actually do understand his/her feelings at the time. In this scene, the officer shows she understands the soldier's frustration at being unable to keep up with the workload. She listens to the complaints and is understanding of his feelings.
55	Same setting as above with only person at the overflowing desk, thinking, "It's nice to know that she knows what I'm going through." (Cartoon)	This will open channels of communication and help create an atmosphere of mutual problem-solving. When you take the time to listen and respond with empathy, you show the others that they are important and that you value their viewpoint.
56	Solicit Ideas	People want to be involved in decisions which affect them. They feel more important when they are asked to help solve problems. They are more committed to actions when they have helped make the decisions. You can have a direct impact on . . .
57 58 59 60 61 62	SOLICIT IDEAS Subordinate Commitment Ask for Help Solve Problems Uncover Facts Make Better Decisions	subordinates' commitment by asking for their help. By doing so, you ensure productive discussions and progress toward solving problems. You will uncover facts which

were overlooked, and you will be able to make better decisions. By involving subordinates, you gain respect and cooperation, while still keeping control. Let's look at two examples of a situation in which the skill - solicit ideas - can be used.

63 Wide shot of outdoor scene with lieutenant kneeling and pointing to chart on ground. Four NCOs kneeling beside him, listening to his instructions.

A second lieutenant is briefing his squad leaders on a field problem. This lieutenant's platoon is about to go out on a night patrol. The patrol is to start in three hours. Preparations must be made before the patrol begins. In previous patrols, this particular platoon has performed poorly. The lieutenant is attempting to provide a thorough briefing to eliminate further mistakes.

64 Same scene - medium wide on 2-3 shot.

Lieutenant:

Ok . . . that's the situation. Now we've got to do this thing right. This is what has to be done over the next three hours. Each of you will take your squads on a reconnaissance. Check your weapons. And make sure these soldiers have proper equipment and clothing . . .

(dialogue fades at this point)

65	Group shot.	Lieutenant: Now . . . I don't want any screw-ups like last time. Okay!! That covers everything. Move out!
66	Single shot of one of the NCOs.	Sergeant: Sir, can I ask a question?
67	Single shot/over the shoulder from the sergeant to the lieutenant.	Lieutenant: No, you can't ask me a question! There's no time for discussion here! We have only three hours - move out!
68	Two shot over shoulder from the lieutenant to the sergeant. Shows NCO standing up, getting ready to move out. Thinking, "Ok, lieutenant, if that's the way you want it, we won't feed the men then!"	Sergeant: (Mumbling) Ok, lieutenant, if that's the way you want it, we won't feed the men then!
69	Now the same situation, handled differently. . .	Now the same situation, handled differently. . .
70	Same outdoor scene . . . same lieutenant.	Lieutenant: Ok . . . that's everything I can think of. Anything I forgot or any questions?

BEST COPY AVAILABLE

71	Single shot of one NCO.	Sergeant: Sir, it sounds pretty thorough to me, and I think we can do this one right. Just one thing, I don't believe you set aside any time for us to feed the men.
72	Over the shoulder of the sergeant on the lieutenant.	Lieutenant: Good point. (Laughing) In trying to be thorough, I forgot a basic need - food. That would cause us trouble once we got out on patrol. OK. With all we have to do, any ideas on how we can work in the meal . . . and when?
73	Personal Authority	This situation called for the use of personal authority, which was gained through the proper use of the skill, solicit ideas.
74	Single shot/over the shoulder from the sergeant to the lieutenant. (Repeat)	In the first example, the lieutenant used position authority and failed to consider his NCOs' ideas. The effective leader is the one who calls on the experience of his NCOs.
75	Group shot with lieutenant speaking. (Repeat)	In the second situation, the lieutenant was open to ideas or questions and, as a result, was able to use the experience of the NCOs.
76	"Critical Steps for Influence"	Let's look now at a set of steps that can be used when attempting to influence the decisions

BEST COPY AVAILABLE

		or actions of others. These steps will help you get others to accomplish specific tasks, or change performance or behavior. They can be used with subordinates, peers, or superiors.
77	Critical Steps for Influence:	The Critical Steps for Influence are:
78	1. Describe what needs to be accomplished or changed.	1. Describe what needs to be accomplished or changed.
79	2. Indicate the importance of accomplishment or change.	2. Indicate the importance of accomplishment or change.
80	3. Discuss ideas.	3. Discuss ideas.
81	4. Agree on specific action to be taken by each of you and set a follow-up date.	4. Agree on specific action to be taken by each of you and set a follow-up date.
82	5. Express confidence.	5. Express confidence.
83	Critical Step 1: Describes what needs to be accomplished or changed.	Describe what needs to be accomplished or changed. It is important that you describe the task in specific terms. The clearer you are, the easier it will be for others to perform the task.
84	List of specific standards and deadlines (examples).	If specific deadlines are involved, set dates and times. State standards of performance required in measurable or verifiable terms.
85	Example of behavior and performance changes to be accomplished.	Clearly state what, how, and when change is to occur. This is particularly true when you

are asking another person to change behavior or work habits. If a subordinate has been coming in late, indicate that you have personally observed it. Then indicate how many times he/she has been late. Rely on observation, rather than hearsay, when trying to change a subordinate's unacceptable behavior.

86 Critical Step 2: Indicate the importance of accomplishment or change.

Indicate the importance of accomplishment or change. A person will be more willing to change behavior or perform a task when they understand why.

87 Explain Benefits as Well as Negatives.

Clearly explain the benefits and the negatives of the work to be performed. Explain what the person will gain by doing what you've asked.

88 Clearly indicate what action you will take.

At times, it may be necessary to use threats of force or punishment to get a person to comply with your requests. If so, clearly indicate what actions you are prepared to take.

89 Critical Step 3: Discuss ideas.

Discuss ideas. When problem- solving, talk about the causes of the problem. Until you are clear about what is causing the problem, it is difficult to come up with solutions. It is also important to ask for the other person's ideas.

90	Female officer asking for ideas. (Cartoon)	Don't force your ideas on people. A person will be more committed to solving a problem if you use his or her idea. If you can't use the idea as it is, try to use a modified version.
91	Critical Step 4: Agree on specific action to be taken by each of you and set a follow-up date.	Agree on specific action to be taken by each of you and set a follow-up date. You will do this after you've discussed all the causes, ideas, and possible solutions. Unless you are clear about what action will be taken and by whom, you can't begin to solve the problem. Agree on deadlines, and set a follow-up date so that everyone involved can check progress. By setting a follow-up date, you are telling the other person this job is really important.
92	Critical Step 5: Express confidence.	Express confidence. Once you have agreed on specific actions, show the other person you believe in them. This is true when dealing with peers, subordinates, or superiors. You can do this simply by saying, "I'm sure that what we've agreed to here will help us solve the problem," or, "I know your plan will help get the job done."
93	Shot of Lt. Hayson entering office.	You are now going to listen in on a conversation between a newly-commissioned second lieutenant, Tom Hayson,

BEST COPY AVAILABLE

94	Close-up of Lt. Reagle	and a first lieutenant training officer, Bill Reagle.
95	Critical Steps for Influence (Graphic with all Steps.)	You will see Lt. Hayson use these steps in trying to influence Lt. Reagle.
96	Close-up of workbook open to page 3.	Before listening to this situation, open your workbook to page 3. You will notice that the steps we have just reviewed are listed on pages 3 and 4. Jot down some notes on these pages whenever you hear the lieutenant using the Critical Steps.
97	Close-up of handwritten notes.	If possible, record specific dialogue. The lieutenant will be following these steps in sequence and it should be possible for you to record some dialogue under each of the steps. After the situation is completed, we will review each of the steps and match the lieutenant's words with the appropriate Critical Step.
98	Close-up of "Sample" phrases.	It is not important that you get all of the dialogue. Writing only a phrase will remind you of what was actually said and will be useful. Now, some background about the situation.

BEST COPY AVAILABLE

99	Map of U.S. with southern area highlighted.	It is Monday morning on an army post somewhere in the Southern United States. Lieutenant Hayson's platoon is scheduled for record firing on Thursday morning. Last Friday, his platoon's final practice session was cancelled due to extreme heat conditions on the firing range.
100	Close-up of Lt. Reagle	Lieutenant Reagle is responsible for scheduling all training on the post, including the use of the firing range.
101	Close-up of Lt. Hayson	Lt. Hayson is going to ask Lt. Reagle to rearrange the schedule for the firing range to permit his platoon another round of practice. Lt. Hayson needs another practice session because five men have failed previous tests and he feels they need one more practice to boost their confidence.
102	Tom standing at Bill's office door. Over the shoulder at Tom.	Tom: Lt. Reagle, I have a problem . . . can I talk with you for a minute about it?
103	Bill at cluttered desk.	Bill: Everybody has problems What's yours?

104	Two shot . . . Tom standing beside standing beside visitor's chair.	Tom: I know you're busy, but this is really important.
105	Shot of Bill over the shoulder of Tom.	Bill: Busy! You don't know the half of it.
106	Tom sitting. Close-up.	Tom: What do you mean?
107	Close-up on Bill.	Bill: If people would stop thinking that I have nothing better to do than arrange special training sessions, I wouldn't be so busy.
108	Tom single on sitting down.	Tom: Are you talking about the firing range schedule?
109	Close-up of Bill.	Bill: Hell, that's only part of it. My biggest headache is when soldiers flunk tests and then they want me to design special training exercises. Damn it . . . some people just aren't cut out to be soldiers!
110	Two-shot of Tom and Bill sitting.	Tom: I can appreciate that you're under a lot of pressure.

111	Close-up of Lt. Reagle.	Bill: Yeah, right. I guess we all are. So . . . what's your problem?
112	Medium close-up of Tom.	Tom: I know this isn't a good time for you. I wouldn't even bother you if I weren't desperate. The problem is that last Friday my platoon was scheduled for practice at 1100 hours and we were cancelled out because of the heat.
113	Medium close-up of Bill.	Bill: That's right. It was 105 degrees by the time you got out on the range. Whatdya' expect me to do . . . stand by and watch your men drop like flies?
114	Medium close-up of Tom.	Tom: I agree with why it was cancelled. It was hot as hell out there. My problem now is that my men need another practice before Thursday's record firing.
115	Close-up of Bill.	Bill: You and everyone else . . . sorry, we're booked up solid!
116	Close-up of Tom.	Tom: Look, this is very important. Five of my

BEST COPY AVAILABLE

		men failed their last test. Since then, they've really improved. But I feel I have to get them at least one more practice before Thursday to build their confidence. Isn't there anything you can do for me?
117	Over the shoulder on Bill.	Bill: Look, I said we're booked up solid . . . there's nothing I can do about it.
118	Over the shoulder on Tom.	Tom: Isn't there anyone scheduled who isn't preparing for testing this week?
119	Two shot of Tom and Bill.	Bill: Everyone's in the same boat, trying to get in last practices. It looks like you'll have to wing it, pal. Tom: I really need your help on this one. You've worked scheduling miracles before . . . and, well, I guess I was just hoping that you could do it again. Bill: Not this week. There's no way I can move a whole platoon. They're all scheduled for practice this week.

BEST COPY AVAILABLE

120	Close-up of Tom.	Tom: I have to do something. I have at least five men that need that extra practice . . . you know them, . . . the ones you set up that special training for last month. Sims, Kowoski, O'Hare, Elliott and Brown . . . remember?
121	Two-shot.	Bill: Those guys, huh? Tom: Yeah, you said how much they'd improved after that special training . . . I'd hate to see them fail again . . .
122	Close-up of Bill.	Bill: Hey . . . believe me, I don't want to see that happen either . . . especially after all the effort I put into that special training . . . and theirs too. (pause--) But, you realize I can't fit your whole platoon in. No way. But, tomorrow, at 0800 I have seven or eight positions open. You can use that if you want. It's the best I can do.
123	Over the shoulder on Tom.	Tom: That's great! That's all we really need. I can send the five who really need the practice and two more that are borderline.

BEST COPY AVAILABLE

124	Medium of Bill grabbing list off wall.	Bill: Yeah, okay, I'll mark you down.
125	Over the shoulder on Tom.	Tom: I'll have them there. Sergeant Peters will be leading them.
126	Two shot.	Bill: All right. They'll be shooting with Roberts' platoon. I'll notify him. Tom: Okay, I'll get back to you by 1400 today with the other two names. Bill: Okay.
127	Over the shoulder on Tom.	Tom: Thanks for your help. One extra practice is just what these guys need to pass record firing. Lieutenant Hayson skillfully handled that situation by using influence. Let's review the steps and your notes to see how well this lieutenant followed each Critical Step.

128 Critical Step 1: Describe what needs to be accomplished.
Instruction: In your notes, circle the dialogue which indicates this step was followed.

Describe what needs to be accomplished or changed. Circle the dialogue in your notes that shows this step was followed. Once you have done this, push the "proceed" button to start the tape.

(Stop Tape)

129 Medium close-up of Tom.
(Repeat)

Tom:

I agree with why it was cancelled. It was hot as hell out there. My problem now is that my men need another practice before Thursday's record firing.

130 Workbook with "sample" phrases.

Lieutenant Hayson was very specific in describing what needed to be accomplished when he said, "My problem now is that my men need another practice before Thursday's record firing." This was a very clear statement of his goal.

131 Listen and respond with empathy.

An important element in this discussion was Lieutenant Hayson's use of the skill, listen and respond with empathy. Throughout the first part of this discussion, Lieutenant Hayson listened with empathy and he responded effectively, using phrases like:

BEST COPY AVAILABLE

132	Over the shoulder on Tom. (Repeat)	Tom: I know you're busy, but this is really important. (Pause) I can appreciate that you're under a lot of pressure. (Pause) I know this isn't a good time for you. I wouldn't even bother you if I weren't desperate.
133	Two-shot of Tom and Bill sitting. (Repeat)	Lt. Hayson first listened carefully to Lt. Reagle's problem before trying to talk about his problem. The scheduling officer was then willing to listen to Lt. Hanson's problem. Now let's look at the next Critical Step.
134	Critical Step 2: Indicate the importance of accomplishment or change. Instruction: In your notes, circle the dialogue which indicates this step was followed.	Indicate the importance of accomplishment or change. Circle in your notes the dialogue that specifically shows Lieutenant Hayson handled this step effectively. Push the "proceed" button to check your answer. (Stop Tape)
135	Close-up of Tom. (Repeat)	Tom: This is important. Five of my men failed their last test. Since then, they've really improved. But I feel I have to get them at least one more practice before Thursday to build their confidence. Isn't there anything you can do for me?

BEST COPY AVAILABLE

136	Over shoulder of Narrator writing sample phrases.	Lt. Hayson handled this step well by explaining that five of his men had failed their last test and needed one more practice to build confidence. This openness early in the discussion helped him reach a compromise with the scheduling officer.
137	Critical Step 3: Discuss ideas. Instruction: In your notes, circle the dialogue which indicates this step was followed.	Discuss ideas. At first, Lt. Reagle resisted discussing solutions to Lieutenant Hayson's problem. But Lieutenant Hayson was effective in using the skill, solicit ideas.
138	Solicit Ideas.	Let's see how Lt. Hayson used this skill. Circle one or two examples of dialogue in your notes that show how he was effective in getting Lt. Reagle to offer a solution. Push the "proceed" button to check your answer. (Stop Tape)
139	Over the shoulder on Tom. (Repeat)	Tom: Isn't there anyone scheduled who isn't preparing for testing this week?
140	Medium of Tom. (Repeat)	Tom: I really need your help on this one. You've worked scheduling miracles before . . . and, well, I guess I was just hoping that you could do it again.

141	Close-up of Tom. (Repeat)	Tom: I have to do something. I have at least five men that need that extra practice . . . you know them, . . . the ones you set up that special training for last month. Sims, Kowoski, O'Hare, Elliott, Brown . . . remember?
142	Two shot of Tom and Bill. (Repeat)	Since the solution for this problem had to come from the scheduling officer, Lieutenant Hayson could not tell him what to do. He had to get Lt. Reagle to discuss the solutions.
143	• Maintain or enhance self-esteem.	He did this by using the skill, maintain or enhance self-esteem - when he said . . .
144	Two shot. (Repeat)	Tom: You've worked scheduling miracles before . . .
145	Over the shoulder of Narrator writing sample phrases.	Lt. Hayson also influenced Lt. Reagle to accept some ownership of the problem. He did this by reminding him who the five people were and that Lt. Reagle had already spent some time working with them. This prompted Lt. Reagle to say:
146	Close-up of Bill. (Repeat)	Bill: You realize that I can't fit your whole platoon in. No way. But, tomorrow, at 0800 I have

		seven or eight positions open. You can use that if you want. It's the best I can do. Now let's look at the next Critical Step.
147	Critical Step 4: Agree on specific actions to be taken by each of you and set a follow-up date. Instruction: In your notes, circle the dialogue which indicates this step was followed.	Agree on specific action to be taken by each of you and set a follow-up date. Circle the dialogue in your notes that shows the lieutenant handled this step effectively. Then push the "proceed" button to check your answer. (Stop Tape)
148	Two shot. (Repeat)	Bill: All right. They'll be shooting with Roberts' platoon. I'll notify him. Tom: Okay, I'll get back to you by 1400 today with the other two names. Bill: Okay.
149	Close-up of Narrator writing notes in workbook.	Lieutenant Hayson was very careful to specify what had to be done. He indicated that he would send the five men who needed practice, as well as two who were borderline. By agreeing to get back with the final two names by 1400, Lt. Hayson was setting a

follow-up time. It is also important in this step that both parties agreed to take specific actions. Lt. Reagle did this when he said . . .

150 Close-up of Bill writing on pad.

Bill:

Yeah, okay, I'll mark you down.

151 Critical Step 5: Express confidence.

Instruction: In your notes, circle the dialogue which indicates this step was followed.

The next Critical Step is: Express confidence. Circle the dialogue in your notes that shows this step was followed. Once you have done this, push the "proceed" button to start the tape.

(Stop Tape)

152 Close-up of Tom. (Repeat)

Tom:

Thanks for the help. One extra practice is just what these guys need to pass record firing.

153 Close-up of Narrator writing notes in workbook.

Lieutenant Hayson was sincere when he thanked Lt. Reagle for his help. He was also very specific as to why he felt this solution would work when he said "one extra practice is just what these guys need." It is important to express your confidence by explaining why you feel the solution will work.

BEST COPY AVAILABLE

154	SKILL PRACTICE	Now is the time for you to practice following these Critical Steps in a situation which requires influence.
155	Close-up of workbook open to Page 5, Background Information About the Skill Practice.	Turn to Page 5 of your workbook and read the Background Information About the Skill Practice. After you read and understand the background information, push the "proceed" button for further instructions. (Stop Tape)
156	Close-up of workbook open to Page 6.	Turn to Page 6 and decide how you would begin this conversation if you were the lieutenant. Circle your choice from the four given in the first box on Page 6, then push the "proceed" button to check your answer. (Stop Tape)
157	Small office, two visitors chairs. The sergeant is seated in one chair - the lieutenant in the other. Two shot.	Lieutenant I know you're aware that we're having trouble with the pay computations. Our error rate is over three percent and it should be less than one percent.
158	Critical Step 1: Describe what needs to be accomplished or changed.	A is the best answer. This choice describes an error rate of three percent that must be reduced to one percent. The lieutenant also opens the discussion

		without accusing the sergeant of being in the wrong when she says, "I know you're aware that we're having a problem."
159	C. I'm glad to see you've gotten rid of that backlog. But I'm still very disappointed with our error rate.	C is the second best choice because it is a non-threatening approach. It is not the best answer because it mixes praise with criticism. This can make the praise seem insincere. Response C also fails to describe the problem - the percentage of errors - in specific terms. Let's continue . . . first the correct response.
160	Small office, two visitors chairs. The sergeant is seated in one chair - the lieutenant in the other. Two shot. (Repeat)	Lieutenant I know you're aware that we're having trouble with the pay computations. Our error rate is over three percent and it should be less than one percent.
161	Close-up on sergeant.	Sergeant: Yes, ma'am, and we're trying hard to correct that. It'll come around in time. We've just hit a bad spell. It happens sometimes.
162	"What would you say?"	What would you say? Circle your response under statement two in the workbook and then push the "proceed" button to check your answer. (Stop Tape)

BEST COPY AVAILABLE

163 Close-up of Lieutenant Crossman.

Lieutenant:

It may be temporary, but when our error rate goes up that high, there are soldiers out there with bad checks. They owe us, we owe them. It means a lot of extra paperwork and a lot of wasted time and effort.

164 Critical Step 2: Indicate the importance of accomplishment or change.

Response D is the best choice. By referring to the problems of bad checks and extra paperwork, the lieutenant is very specific about why the error rate must be corrected. She also effectively avoids an argument when the sergeant claims the error rate is only a temporary problem. Instead, she says, "it may be temporary," while explaining that the problem is still too important to ignore.

165 C. Apparently you don't understand. With us at over three percent in errors, that's 300 soldiers with bad checks.

C is the second best choice because it ties the error rate to the problem of 300 soldiers with bad checks. It is less effective than D because the phrase "apparently you don't understand" can threaten the sergeant's self-esteem.

Listen to the correct response again and then we'll continue. . .

166	Close-up of Lieutenant Crossman.	Lieutenant: It may be temporary, but when our error rate goes up that high, there are soldiers out there with bad checks. They owe us, we owe them. It means a lot of extra paperwork and a lot of wasted time and effort.
167	Close-up of sergeant over shoulder of Lt.	Sergeant: I'm not saying it's not important. I'm just saying that we'll be able to handle it like we always did. This would be an appropriate time to use one or more of the Key Interpersonal Skills in response to the sergeant's comment. These skills are:
168	• Maintain or enhance self-esteem. • Listen and respond with empathy. • Solicit ideas.	Maintain or enhance self-esteem. Listen and respond with empathy. Solicit ideas.
169	What would you say?	Circle your response under statement three. Then push the "proceed" button to check your answer. (Stop Tape)
170	Close-up of Lt.	Lieutenant: You do have a good record. The way you've gotten rid of that backlog is quite

BEST COPY AVAILABLE

impressive, but this error rate is a problem and I'd like your help in solving it.

In this case, responses B, C, and D were possible.

171 C. You do have a good record. The way you've gotten rid of that backlog is quite empressive, but this error rate is a problem and I'd like your help in solving it.

However, C is the best answer because it effectively uses the skill, maintain or enhance self-esteem. The lieutenant does this by praising the sergeant's past record of eliminating the backlog. The lieutenant also uses the skill, solicit ideas, when she says, "I'd like to have your help in solving it."

172 D. With all your years of experience you have to have some ideas. What do you think is the problem in your unit?

Although Response D effectively uses the skill, solicit ideas; the statement, "with all your years of experience" may have come across as insincere use of the skill, maintain or enhance self-esteem. It does not give a specific example of the sergeant's accomplishments or abilities.

173 B. You're saying you're not worried and you think it will correct itself.

B is an example of the skill, listen and respond with empathy. It is not the best choice because it focuses on the sergeant's willingness to ignore the problem when the lieutenant actually wants to focus on ways to solve it.

		Now let's continue . . . first, the correct response.
174	Close-up of Lt. (Repeat)	Lieutenant: You do have a good record. The way you've gotten rid of that backlog is quite impressive, but this error rate is a problem and I'd like your help in solving it.
175	Close-up of sergeant.	Sergeant: Well, okay, what do you want me to do?
176	"What would you say?"	What would you say? Circle your response under statement four and then push the proceed button to check your answer. (Stop Tape)
177	Over shoulder on to lieutenant.	Lieutenant: First, let's talk it over. Do you have any ideas about what's causing the high error rate in your unit?
178	Critical Step 3: Discuss Ideas.	B is the best response because it starts the discussion by questioning the causes. You cannot consider solutions until you understand what is causing the problem.

179	A. What do you think we can do to get the error rate back to one percent?	Response A is not appropriate because it asks for solutions without identifying causes. C and D are not good responses because they offer ideas before giving the sergeant an opportunity to suggest ideas. Let's listen to the correct response again and continue with the situation . . .
180	Over shoulder on to lieutenant.	Lieutenant: First, let's talk it over. Do you have any ideas about what's causing the high error rate in your unit?
181	Two-shot.	Sergeant: Sure. Probably what's causing most of my problems - Private Harrison! Lieutenant: Private Harrison? What's the problem there?
182	Over the shoulder on sergeant.	Sergeant: The problem is that girl's got no head for figures. Beats me why she's even assigned to this section. She has more errors kicked back than anyone else in my unit.
183	Over the shoulder on lieutenant.	Lieutenant: Exactly how bad is her performance?

184	Two shot.	Sergeant: Well, I don't know exactly. I just know that I get three times the audit kickbacks on her than anyone. Lieutenant: Have you talked to her about this? Sergeant: Hell, yes. I'm always on her back. She just doesn't care.
185	Over the shoulder on lieutenant.	Lieutenant: What do you think should be done?
186	Over the shoulder on sergeant.	Sergeant: I'd like to ship her out. She's dead weight. But I've been told there's no one available to replace her right now. I guess I'm stuck with her.
187	Close-up of lieutenant.	Lieutenant: A transfer is out of the question right now. So it's your responsibility, and mine, to motivate Private Harrison to improve her performance.
188	Close-up of sergeant.	Sergeant Look, she's a total loss.

189	Close-up of lieutenant.	Lieutenant: But, as long as she's with this section, we have to work with her to improve. I know you're not happy with this error rate and neither am I. We can't transfer Private Harrison and we can't let this go on either . . . so we have to find a way to turn her performance around.
190	Two shot.	Sergeant: You're right, but it will take a miracle. Lieutenant: Have you discussed the specific error rate with her? Sergeant: Not really.
191	Over the shoulder on lieutenant.	Lieutenant: Well then, let's talk about how you'll approach her with it. We'll save some time now by leaving this discussion for a few moments. The lieutenant and sergeant continue to discuss ideas for improving Private Harrison's performance. They decide on the following points.
192	Calculate Private Harrison's error rate. (Graphic)	First: The sergeant will calculate Private Harrison's error rate and get specific examples about her performance problem.

193	Performance improvement discussion. (Graphic)	Then: The sergeant will discuss the performance problem with Private Harrison and reach agreement with her about specific actions she can take to improve her performance.
194	Senior clerk to monitor Private Harrison's work. (Graphic)	Third: The sergeant has also decided to arrange for a senior clerk to monitor Private Harrison's work for the next two weeks. The clerk will provide the sergeant with specific examples of the types of errors Private Harrison is making.
195	Close-up of workbook.	Now turn to the next item in your workbook and select the correct response under statement five for the Critical Step: Agree on specific action to be taken by each of you and set a follow-up date. Then push the proceed button to check your answer. (Stop Tape)
196	Over the shoulder on lieutenant.	Lieutenant: OK, first you'll calculate an error rate for Private Harrison. You expect to have that by tomorrow afternoon. Then you'll show her these figures and reach agreement with her about what she can do to improve.

		Sergeant: Right.
197	Two shot.	Lieutenant: And then you'll provide additional training by having a senior clerk monitor her computations for two weeks and give her examples of the errors she's making. Sergeant: Right, and the extra training won't hurt.
198	Two shot.	Lieutenant: I agree. I'd like to know how your meeting with Private Harrison goes. When do you think you can I can get back to talk about that?
199	Critical Step 4: Agree on specific action to be taken by each of you and set a follow-up date.	Response D was the best answer because it provides the most thorough summary of the actions that were agreed upon. It is also the only choice that includes the lieutenant's request to set up a follow-up date.
200	C. You admitted that you don't have the facts to talk to Private Harrison yet, so you're going to have to figure her specific error rate . . . you're going to let her know that we won't tolerate these errors any longer.	Although response C is a concise summary of the actions agreed upon, it does not contain a follow-up date. It does, however, contain phrases that can be threatening to the sergeant's self-esteem, such as, "you admitted that you don't have the

		facts," and "we won't tolerate these errors any longer." The tone of this response can be a putdown to the sergeant. Now let's continue. We'll start with the lieutenant's last statement.
201	Two shot.	Lieutenant: I agree. I'd like to know how your meeting with Private Harrison goes. When do you think you and I can get back to talk about that?
202	Close-up of sergeant.	Sergeant: I'll talk to her tomorrow afternoon, so maybe Friday morning, OK?
203	Over shoulder on lieutenant.	Lieutenant: Good. Let's make that 1000 hours, Friday. I'll be anxious to hear how it goes. Sergeant: Me too. And I hope it'll work!
204	"What would you say?" (Graphic)	What would you say? Circle your response to statement 6. Then push the "proceed" button to check your answer. (Stop Tape)

205	Close-up of lieutenant.	Lieutenant: I think it will. Having the specific data and doing the things we discussed will make it clear to Private Harrison that she must improve and that you're willing to help her.
206	Critical Step 5: Express confidence.	The best choice is E. The lieutenant expresses confidence by referring to the actions that will help the sergeant be specific in his discussion with Private Harrison. This confidence comes across as sincere because the lieutenant is specific about the things that would help the sergeant to succeed.
207	B. With what we talked about, how can we fail?	If you chose B, you selected the second best response. It is an expression of confidence. However, this response lacks the specifics as to why the lieutenant feels confident the sergeant will succeed. Therefore, it can come across as insincere.
208	Narrator with superimposed "How did you do?"	How did you do? If you didn't pick all of the right answers, don't be discouraged. This is your first try at following the Critical Steps for Influence. It's going to take some practice to perfect these skills.

209	Narrator holding workbook open to summary page.	Let's briefly review the concepts and key points for Influence by turning to page for 10 of your workbook. Read the summary section, then push the "proceed" button and the tape will continue. (Stop Tape)
210	Influence is: Using appropriate interpersonal styles and methods in guiding individuals or groups toward task accomplishment.	Let's review Influence by first looking at the definition . . . Influence is: Using appropriate interpersonal styles and methods in guiding individuals or groups toward task accomplishment. In this module we studied two sources of influence:
211	POSITION AUTHORITY	position authority and personal authority. First, let's review position authority.
212	PERSONAL AUTHORITY	
213	POSITION AUTHORITY (picture of presidential seal) (Repeat)	Position authority is the status and power that goes with your position as an officer in an organization. You can use this type of influence with subordinates and in areas of responsibility as defined by your position description. Position authority is valid when you use it under the following conditions:

214	· Subordinates follow orders.	With subordinates: That is, when you're trying to influence people who report to you and who will follow your orders and commands.
215	· Task requires little or no independent thinking or action by subordinates.	Position authority is valid when the task does not require independent thinking or action on the part of the people who must perform the task. In other words, the task is simple enough that they can perform it exactly as you direct them.
216	· Task must be performed quickly.	Position authority is valid when the task must be performed quickly with little or no discussion. This condition often occurs in combat or in emergencies.
217	· Leader is technically competent.	Position authority is valid when you have the technical competency and do not require the input or ideas from others to get the task accomplished. Position authority is a source of influence when one or more of these conditions exist:

218 • Subordinates follow orders. 219 • Task requires little or no independent thinking or action by subordinates. 220 • Task must be performed quickly. 221 • Leader is technically competent.	• Subordinates follow orders. • Task requires little or no independent thinking or action by subordinates. • Task must be performed quickly. • Leader is technically competent.
	The other source of influence is:
222 PERSONAL AUTHORITY NCO surrounded by Captains and lieutenants; in the foreground are two privates, one talking to the other. "When they want to know what really is going on here, they go to Sergeant Duffy." (Cartoon) (Repeat)	personal authority. Personal authority means influencing others by drawing from the respect that you have gained through your intereaction with others. This type of authority is earned and based on . . .
223 (Reputation Cartoon) (Repeat)	Your reputation . . .
224 (Technical Competency Cartoon) (Repeat)	technical competency . .
225 (Resources Cartoon) (Repeat)	and the resources you have to offer.

226 Key Interpersonal Skills

227 · Maintain or enhance self-esteem.

228 · Listen and respond with empathy.

229 · Solicit ideas. (Repeat)

You learned in this module that you can increase your personal authority by using three Key Interpersonal Skills when attempting to influence others. These skills are:

Maintain or enhance self-esteem

Listen and respond with empathy

Solicit ideas

230 Personal Authority can increase Position Authority.

One final point about personal authority. Effective use of personal authority can result in increased position authority. As you increase your reputation, technical competency, and the effectiveness of your approach with others, you will be more successful. This success often results in promotions and more position authority.

231 · Influence Can Be Developed.

This module focused on methods of building personal authority because this source of influence can be developed. Besides the Key Interpersonal Skills, you also learned five Critical Steps for Influence which can help you increase your personal authority.

232	Medium of Narrator.	If you practice using the Key Interpersonal Skills and Critical Steps when you attempt to influence others, you will increase your personal authority and your power as a leader.
233	Final pages of the workbook.	The last pages of your workbook provide suggestions for activities, readings, and classes that will help you to develop the dimension, Influence. After looking them over,
234	Closeup of Critical Step cutout.	cut out the Critical Step card that is provided on the last page; it will be useful as you practice influence.
235	Final Seal	MUSIC.
236	Please push both REWIND BUTTONS.	You have completed the Dimension Improvement Module, Influence. Please push both rewind buttons.

WORKBOOK FOR THE
LEADERSHIP DIMENSION IMPROVEMENT MODULE--
INFLUENCE

Influence:
The Art of Task Accomplishment

Leadership Assessment Program

United States Army
Precommissioning Assessment System

INSTRUCTION: To complete this module, you will need a pencil, one copy of this workbook, and the Tech Tape titled "Influence" (Dimension Improvement Module #2). To proceed with this program, insert the tape and await instructions from the narrator.

INFLUENCE: ART OF TASK ACCOMPLISHMENT

INFLUENCE: Utilizing appropriate interpersonal styles and methods in guiding individuals (subordinates, peers, superiors) or groups toward task accomplishment.

Knowing how and when to influence others can mean the difference between being a good or an ineffective leader. Influence can be described as the interpersonal style or method used to guide individuals (subordinates, peers, superiors) or groups toward task accomplishment. You are being influential when you can *get people to do what you want them to do.*

As an officer, *you will be expected to motivate, guide, or inspire* members of your unit to achieve assigned objectives. This will require skillful use of influence. You will also need to *be influential with peers and superiors* in order to get your ideas adopted.

An effective leader knows when to command and when to persuade. When using your influence, you will need to adapt your approach to many different situations and individuals. At times, you will need to *use the power of your position* as an officer to order subordinates to accomplish specific tasks. At other times, you will need to *use your persuasive skills to motivate and guide* individuals to achieve objectives.

As an influential person, you have *two sources of authority*. The first is position authority, which can be used only with individuals ranking below you. The scope of this influence is also limited by your specifically assigned responsibilities or job title.

The second source of authority is acquired, rather than granted. *Personal authority*, as it is called, is based on *how you interact with people*, the knowledge and skill you have gained with experience, and on how others view your

(Use this space to take notes

KNOW WHEN TO INFLUENCE

ACHIEVE ASSIGNED OBJECTIVES

ADAPT YOUR APPROACH

TWO SOURCES OF AUTHORITY

ACQUIRED PERSONAL AUTHORITY

accomplishments. *This type of authority is more versatile* than position authority because it is limited only by the way other people see you. This module will help you become more influential through the use of personal authority.

Skillful use of personal authority will enable you to influence others by guiding and inspiring, rather than by demanding and ordering. *Your influence will be based on respect* gained by respecting others' needs, abilities and feelings. Below are three key interpersonal skills that you, as an officer, will want to use to *show others that you respect them* as individuals:

- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Sclicit ideas.

Using these skills will help you *gain the cooperation and support of others.* By using this approach, you show people that you value their ideas and experience, and do not consider yourself superior to them.

Skillful use of personal authority will also enable you to control conversations or meetings. You can do this by having a *clear goal in mind* and by being *prepared to guide others* toward that goal. When your goal or purpose is clearly defined, the following Critical Steps can help you control a conversation and influence people toward task accomplishment:

(Use this space to take notes

INFLUENCE GAINED THROUGH RESPECT

GAIN COOPERATION

HAVE CLEAR GOAL IN MIND

CRITICAL STEPS FOR INFLUENCE

1. **Describe what needs to be accomplished or changed.**
2. **Indicate the importance of accomplishment or change.**
3. **Discuss ideas.**
4. **Agree on specific action to be taken by each of you and set a follow-up date.**
5. **Express confidence.**

PUSH "PROCEED" BUTTON.

1. Describe what needs to be accomplished or changed.

2. Indicate the importance of accomplishment or change.

3. Discuss ideas.

4. Agree on specific action to be taken by each of you and set a follow-up date.

5. Express confidence.

INFLUENCE SKILL PRACTICE

BACKGROUND INFORMATION ABOUT THE SKILL PRACTICE

Second Lieutenant Janet Bialowas is the head of the Payroll Computation department. She has four units reporting to her, each headed by a staff sergeant. The workload is divided equally among each unit, with each responsible for computing pay for soldiers within a particular section of the alphabet.

Lt. Bialowas has held her current position for the past two months. Commissioned eight months ago, her first assignment had been to head up the Accounts Payable section.

At the time of her assignment to the payroll department, the entire department was performing below standard. In less than a month, Lt. Bialowas increased productivity and reduced the work backlog, while meeting all deadlines. One major problem remains to be corrected: improving the department's error rate in pay calculation. Although the department is currently operating with a three percent error rate as determined by routine audits, the standard is to operate at less than a one percent rate.

Since no one unit within the department is performing better than any other, Lt. Bialowas decided to meet with each individual unit leader to plan specific actions to correct the error rate. She has decided to start with Sergeant First Class Lawrence Scholl, who has worked in the department for the past three years, and who is a 14-year service veteran.

Sgt. Scholl is aware of the problem with the error rate, but has shown little concern. He performs his job well, and is knowledgeable in all payroll procedures. A senior clerk and three payroll clerks report to Sgt. Scholl, whose own work is excellent. He is very accurate, easy-going, and a good leader. His staff seems to enjoy working for him.

The statements listed on the following pages are excerpts from the tape. This exercise will be more realistic and interesting if you do not read the correct statement for each step until after you've heard it on the tape.

Now circle the correct response on the next page for the first situation.

PUSH "PROCEED" BUTTON.

Statement 1: *The sergeant is now sitting in the Lieutenant's office. What would you say to begin this discussion?*

Critical Step 1: Describe what needs to be accomplished or changed.

Response:

A. I know you're aware that we're having trouble with the pay computations. Our error rate is over three percent and it should be less than one percent.

B. Now, about that error rate problem. You'd better do something about it.

C. I'm glad to see you've gotten rid of that backlog. But I'm still very disappointed with our error rate.

D. I'm really worried about the error rate problem we've been having. What have you done about correcting it?

Statement 2: *Yes ma'am, and we're trying hard to correct that. It'll come around in time. We've just hit a bad spell. It happens sometimes.*

Critical Step 2: Indicate the importance of accomplishment or change.

Response:

A. Look, I can't stand by and let people keep making all these errors.

B. If you and I expect to get ahead in this organization, we have to correct the problem.

C. Apparently you don't understand. With us at over three percent in errors, that's 300 soldiers with bad checks.

D. It may be temporary, but when our error rate goes up that high, there are soldiers out there with bad checks. They owe us, we owe them. It means a lot of extra paperwork and a lot of wasted time and effort.

INFLUENCE SKILL PRACTICE

Statement 3: *I'm not saying it's not important. I'm just saying that we'll be able to handle it like we always did.*

Key Interpersonal Skills:
- **Maintain or enhance self-esteem.**
- **Listen and respond with empathy.**
- **Solicit ideas.**

Response:

A. I don't think it's that easy.

B. You're saying you're not worried and you think it will correct itself.

C. You do have a good record. The way you've gotten rid of that backlog is quite impressive, but this error rate is a problem and I'd like your help in solving it.

D. With all your years of experience you have to have some ideas. What do you think is the problem in your unit.?

Statement 4: *Well, okay, what do you want me to do?*

Critical Step 3: Discuss ideas.

Response:

A. What do you think we can do to get the error rate back to one percent?

B. First, let's talk it over. Do you have any ideas about what's causing the high error rate in your unit?

C. I think we should find out the people in your unit who are making the most errors

D. Why don't we check the figures first for specifics. Then we'll be working with facts.

Statement 5: *The narrator has just summarized the action that the Sergeant and Lieutenant discussed. Circle the response below which best handles Critical Step 4.*

Critical Step 4: Agree on specific action to be taken by each of you and set a follow-up date.

Response:

A. Now you've agreed to talk to Pvt. Harrison and then you'll get back to me with the results.

B. You're going to get with Pvt. Harrison and talk to her about correcting the error rate. Then you'll let me know how your meeting went.

C. You admitted that you don't have the facts to talk to Pvt. Harrison yet, so you're going to have to figure her specific error rate.....you're going to let her know that we won't tolerate these errors any longer.

D. OK, first you'll calculate an error rate for Pvt. Harrison. You expect to have that by tomorrow afternoon. Then you'll show her these figures and reach agreement with her about what she can do to improve. And then you'll provide additional training by having a senior clerk monitor her computations for two weeks and give her examples of the errors she's making....When do you think you and I can get back to talk about that?

Statement 6: *Me too. And I hope it'll work!*

Critical Step 5: Express confidence.

Response:

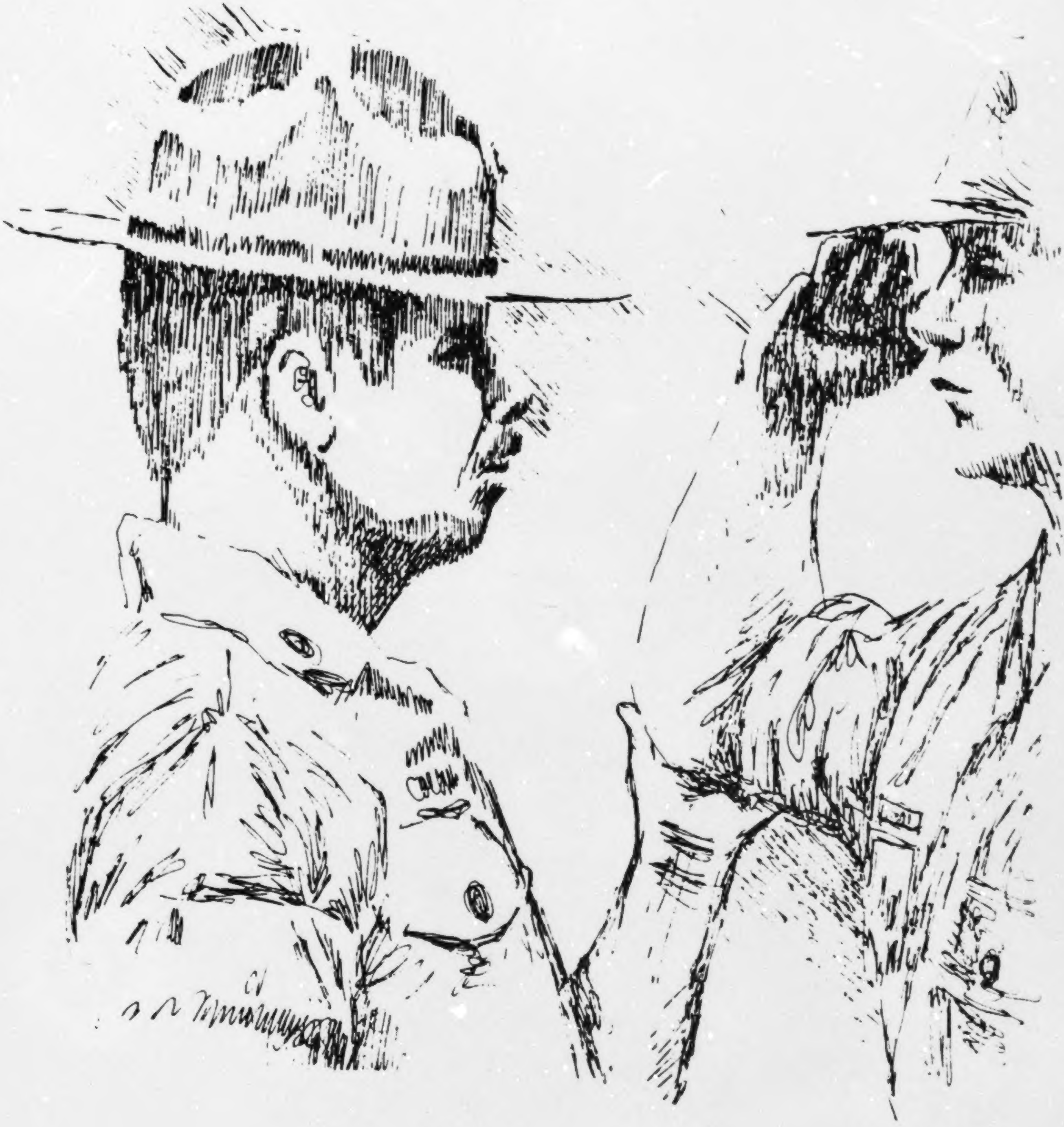
A. I know you can do it.

B. With what we talked about, how can we fail?

C. It's got to work. We can't continue with this high an error rate any longer.

D. It'll work. I know you won't let me down. You've never let me down in the past.

E. I think it will. Having the specific data and doing the things we discussed will make it clear to Pvt. Harrison that she must improve and that you're willing to help her.



SUMMARY

As an effective leader, you can get others to do what you want them to do by skillfully using influence. You are being influential when you *use appropriate interpersonal styles and methods* in guiding individuals (subordinates, peers, superiors) toward task accomplishment.

You can influence people who report to you through *the power of your position* by ordering, reprimanding, and directing them. This is a valid source of influence to use with subordinates.

You can also influence others by using personal authority, which is *based on the respect and trust* you have earned from them. You will be able to *use your reputation, technical competence, resources and interpersonal skill* to guide and inspire others.

It is very important for you *as a leader* to be able to influence the actions, decisions, and performance of subordinates, as well as peers and superiors. In fact, *your success as an officer depends* upon your ability to get others to accomplish assigned tasks and objectives.

In this module you learned that to earn respect, you have to show respect. You can do this by using these key interpersonal skills:

- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Solicit ideas.

You also learned that to be influential, you will need to maintain direction and control of discussions and meetings. To do this, you will find the following steps helpful when working with others to accomplish a task, or change performance or behavior.

(Use this space to take notes

EFFECTIVE LEADER

POWER OF POSITION

RESPECT AND TRUST

KEY TO SUCCESS

INTERPERSONAL SKILLS

MAINTAIN CONTROL

CRITICAL STEPS FOR INFLUENCE

1. **Describe what needs to be accomplished or changed.**
2. **Indicate the importance of accomplishment or change.**
3. **Discuss ideas.**
4. **Agree on specific action to be taken by each of you and set a follow-up date.**
5. **Express confidence.**

PUSH "PROCEED" BUTTON.

PERSONAL DEVELOPMENT ACTIVITIES

I. **KNOWLEDGE ACQUISITION:** To be effective, a leader must have personal influence, as well as the authority that comes with rank. Your ability to influence others and your authority as an individual can be developed. Through reading and study, you can build the skills needed to influence others. Here are some suggestions:

READING MATERIALS

1. **Goal Analysis**, Robert F. Mager, Fearon Publishers, 1972. A humorous, easy-to-read book on the importance of setting well-defined goals. You need to know what you want others to do before you can get them to do it. Do this by describing goals you hope to achieve and determining whether these goals deal with attitudes, appreciations, or understandings. The book helps you better understand your own intentions, so that you will be able to make better decisions and recognize progress and success.

2. **The Armed Forces Officer**, Armed Forces Information Service, Department of Defense, Revised 1975. This is a handbook given to every newly commissioned officer and available in all ROTC offices. There are 26 chapters dealing with all areas of leadership. A number of chapters concentrate on influence and authority. **The Armed Forces Officer** is must reading for all officers.

3. **The Effective Executive**, Peter F. Drucker, Harper & Row, 1966. A book describing the elements that make people effective leaders. Effective executives know how to: manage time; focus on results, rather than work; build on strengths, rather than on weaknesses; set priorities; and make effective decisions. There is a chapter discussing each of these elements.

4. **Military Leadership FM 22-100**, Headquarters, Department of the Army, June, 1973. A field manual designed to provide the military leader with a basic reference for the study of leadership behaviors. A condensation of materials developed through military and civilian efforts, this manual details the latest theories on good leadership as it applies to the military. The following chapters should be useful in the development of influence/authority: "The Question-Command, Management or Leadership," "Traits & Principles of Leadership," "Professionalism & Ethics," "Motivation," and "The Effective Leader."

5. **Leadership**, James MacGregor Burns, Harper & Row, 1978. The author, a Pulitzer Prize and National Book Award winner, has written a powerful book which explores the purpose and power of leadership and examines various leaders throughout history.

COLLEGE COURSES

Many undergraduate courses currently available will develop your skill and self-confidence in influencing others. These include technical courses in your area of expertise to make you as knowledgeable as possible in your field. Foreign language and foreign affairs courses are a real plus when you're overseas. Public speaking courses can help you develop group influence. Management and psychology courses help you learn how to manage and motivate people. Since course titles vary from campus to campus, consult your college catalog or your advisor for specific courses.

II. **POSITIVE ROLE MODELS:** Look for officers/instructors who are the kinds of people you want to work for. Observe how they treat others, how they approach a situation or a problem. Do they clearly have a goal in mind? How do they achieve that goal? These are the leaders you should use as positive role models.

III. **SKILL PRACTICE:** There are many activities, both on and off campus, which offer you the opportunity to develop your skill in influencing others. For example:

- Become an officer in your fraternity or sorority.
- Become a volunteer fire fighter.
- Run for a class or club office.
- Participate in sports — become a team captain, if possible.

Look for situations in which you can determine an outcome or achieve a goal by influencing others. When a chance occurs, consciously use the Critical Steps for Influence. If possible, have a friend provide feedback on how well you did. You'll find it becomes easier the more you practice. The following are typical situations to look for:

- You receive a poor grade on a major test. There is one item checked wrong that could be open to interpretation and would give you 10 more points if it is counted as correct. If you can influence the instructor using the Critical Steps, you will improve your grade.

- You decide to run for a position as an officer of an organization you belong to. At a general meeting, you try to convince the other members that you are indeed the best person for the job. Consciously use the Critical Steps to convince them.

- Your fraternity has been banned from participating in all activities because of an infraction of the rules by two of the members. You feel the action was too harsh and will cause reaction all over campus. You have an alternative to present to the faculty committee.

- You are an officer in a service organization. One of the members is not spending as many hours at her volunteer job as she is supposed to. Other members have complained that she is not pulling her share of the load; however, the job is voluntary. It's up to you to get her to work more hours. You will try the Critical Steps.

(This section can be cut out and laminated so that you can carry these steps with you.)

CRITICAL STEPS FOR INFLUENCE

1. **Describe what needs to be accomplished or changed.**
2. **Indicate the importance of accomplishment or change.**
3. **Discuss ideas.**
4. **Agree on specific action to be taken by each of you and set a follow-up date.**
5. **Express confidence.**